DOCUMENT RESUME

ED 191 477 IR 008 733

AUTHOR Marcum, Deanna B.; Webster, Duane E.
TITLE Resource Notebook on Staff Development.
INSTITUTION Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.
PUB DATE Jan 79
NOTE 136p.; For related documents, see IR 008 731-733. Best copy available.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Libraries; *Improvement Programs; *Library Administration; Questionnaires; *Resource Materials; *Self Evaluation (Groups); *Staff Development

ABSTRACT

This resource notebook, the third of three developed within the framework of management review and analysis self-study procedures, focuses on library staff development. The introduction provides background and a brief conceptual overview of staff development. The first section of documents provides examples of data gathering tools and approaches to gathering information. The second group of documents illustrates methods of describing and analyzing current staff development programs, and the final section contains examples of recommendations for new approaches to staff development which have been made by libraries. A selected bibliography is included. (Author/RAA)

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resource notebook on staff development

Deanna B. Marcum
Duane E. Webster

Series Editor:
Maxine K. Sitts

OMS
Office of Management Studies
Association of Research Libraries
Washington, D.C.
January 1979

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TABLE OF CONTENTS

	Page
PREFACE	i
INTRODUCTION	
Current Approaches to Staff Development	1
Analyzing Staff Development	3
Conclusion	4
SECTION ONE: STAFF DEVELOPMENT DATA GATHERING TOOLS AND TECHNIQUES	5
Outline for Determining the Information Needs for a Staff Development Study, from Management Review and Analysis Program Manual	7
Training Needs Inventory, OMS instrument	9
Staff Development Program Activity Inventory, OMS instrument	11
Selection of Interview Guides to Investigate Different Aspects of Staff Development Programs, from Management Review and Analysis Program Manual	14
Sample of Questionnaire and Guidelines Followed during Interviews, Princeton University	22
Questionnaire to Library Administration, University of Missouri-Columbia	26
Staff Survey on Staff Development, Washington State University	28
Task Development Questionnaire, Pennsylvania State University	31
Individual Questionnaire Concerning Professional Staffing Patterns, Columbia University	38
SECTION TWO: DESCRIPTION AND ANALYSIS OF STAFF DEVELOPMENT PROGRAMS	
Introduction	45

TABLE OF CONTENTS - CONTINUED

	Page
Description of Staff Development Program - Orientation Programs, The University of Michigan	46
Report of the Task Force on Staff Development, Introduction and Description, University of Maryland	49
Current Staff Development Practices, The University of Kentucky	62
The Libraries Program for Staff Development, Pennsylvania State University	85
Staff Development, University of Massachusetts at Amherst	92
Description - Staff Development at the Eisenhower Library, Johns Hopkins University	98
SECTION THREE: RECOMMENDATIONS FOR CHANGE AND IMPROVEMENT IN STAFF DEVELOPMENT PROGRAMS	
Introduction	108
Position Descriptions	
Library Personnel Officer, University of California at Berkeley	110
Human Resources Development Director, Duke University	112
Staff Development Coordinator, Yale University	114
Training Programs	
Proposal for Management Development, University of Tennessee	115
Proposed Supervisory Training Program, Boston University	118
Staff Development, University of Rochester	121
Staff Development, University of California	123
Staff Development, Johns Hopkins University	124
SELECTED BIBLIOGRAPHY ON STAFF DEVELOPMENT	130

PREFACE

Resource Notebooks serve as tools to assist academic and research libraries in analyzing organizational problems and determining ways to resolve concerns. Three prototype notebooks on Staff Development, Organization, and Planning have been developed and designed by the Office of Management Studies (OMS), Association of Research Libraries, during 1978. Each notebook focuses on the study of one particular area of library operation or management, using a framework based upon the comprehensive self-study procedures of the Management Review and Analysis Program (MRAP) Manual.*

The notebooks are organized compilations of documents selected from MRAP and other management studies, committee work, surveys and diagnostic aids developed by the OMS, and library procedural and planning manuals. Documents chosen for inclusion are examples of how several libraries have approached self-study: They are intended to serve as springboards for other libraries to develop their own approaches.

STAFF DEVELOPMENT NOTEBOOK FORMAT

This Resource Notebook includes four basic sections. An introduction provides background and a brief conceptual overview of staff development. The first section of documents provides examples of data gathering tools and approaches to gathering information. The second group of documents illustrates methods of describing and analyzing current staff development programs and policies, and the final section contains examples of recommendations for new approaches to staff development which have been made by libraries. A selected bibliography is included. The looseleaf format enables readers to insert updates or their own materials, to delete outdated material, and to remove pages for copying.

A NOTE ABOUT STUDY PROCEDURE

The examination of management concerns is best done within a systematic procedure that relates causal problems in one area with symptomatic prob-

*Duane E. Webster, Library Management Review and Analysis Program: A Handbook for Guiding Change and Improvement in Research Library Management. Manual. Washington, D.C., 1973. Available to Program participants.

lems in another area (e.g., low morale may be a result of supervisory practices, organizational structure, or staff development programs). Libraries undertaking a study of a single issue should make some effort to acquaint themselves with the inter-relationships that exist among various management functions.

The notebook does not suggest a universal process for studying staff development in all academic libraries. The OMS can provide such assistance through various self-study programs that are generally available to interested libraries. Within such a program, a library can study individual issues as an administrative assignment, a committee activity, or a special project for an individual scholar.

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Research and development for prototype Resource Notebooks on Staff Development, Organization, and Planning have been funded by a grant from the H.W. Wilson Foundation.

INTRODUCTION

Libraries possess two central resources: their vast collections and the people who guide users through these collections. It is understandable that these two resources require the majority of budget allocations. While the costs of developing collections can be charted and justified, the costs for staff development are harder to document. And while specific needs to build up collection strengths can be demonstrated, the needs for developing staff to face technological and organizational change are not as easily justified.

Staff development may be defined as the process used to guide and encourage staff members to develop their skills and capabilities in relation to organizational needs. This concept is somewhat different from continuing education, which is lifelong personal and professional development.

In examining the staff development function of academic libraries, two purposes should be kept in mind: (1) meeting library staffing and operational requirements, and (2) assisting the staff member to develop and achieve personal aspirations. That is, the intent of a staff development program is to improve the performance of both the individual and the organization. In doing this, staff development can be a vital tool of management that makes an important contribution to the effectiveness of the individual as an individual and as a member of an organization.

To be successful, a staff development program must have the support of the top library administration, be compatible with organizational goals, and be clearly defined as an integral part of the library program. The library's approach to personnel planning and employment policies and practices should be taken into account when examining staff development programs.

CURRENT APPROACHES TO STAFF DEVELOPMENT

The wide variety of methods available for training and staff development today includes on-the-job training programs, staff workshops, professional conferences, training institutes, university courses, and so forth. The library should choose methods which are geared to accomplish specific purposes, such as increasing knowledge or skills, or influencing attitudes and behavior. Each method should be carefully evaluated for its appropriateness to specific needs.

Many libraries operate informal programs, with no person or office assigned the responsibility of staff development. Such informal activities usually fall into three areas: orientation, on-the-job training, and provision for professional/personal development.

In nearly every instance, the supervisor of a new employee assumes responsibility for acquainting the person with the department. The orientation to the library as a whole may come from the supervisor or from a more comprehensive program sponsored by a committee or an administrative staff member. In some libraries, manuals or handbooks have been developed to orient new employees to the workplace.

On-the-job training is nearly always provided by the employee's supervisor and/or co-workers, and the training may or may not be seen as a component of staff development. In a few libraries, class sessions have been used effectively to teach specific routines and procedures to a relatively large number of people simultaneously, with exceptions being addressed in on-the-job training sessions. In many more instances, manuals are relied upon for the basic information about a particular job.

Library policies allowing for personal or professional development tend to be tied to the policies of the university or other parent institution. Equal benefits for librarians with faculty status may be more of an issue than staff development; nonetheless, leave for research or development purposes is more common among librarians with faculty status. Leave for such purposes for support staff is virtually unknown.

Recognizing increased staff pressure and reflecting administrative understanding of needs, several libraries have attempted to reduce the randomness of staff development by initiating formal, specialized programs. The most valuable feature of the formal staff development program is its linkage of personal goals to organizational goals. For support staff, these programs have been, for the most part, skills training sessions. For the professional staff, the programs often have dealt with managerial skills and human relations training. Some libraries have made all staff development programs available to any interested staff member, and in some instances, libraries have decided to invest in a person whose primary responsibilities are to assess needs of staff and to design or identify programs to meet those needs.

Regardless of the nature of organizational support, every professional librarian has a responsibility to develop his or her own capabilities. And supervisors have the additional responsibility of developing the capabilities of the staff whom they supervise.

ANALYZING STAFF DEVELOPMENT

Libraries wishing to assess the success of current staff development practices and determine where improvement is possible can benefit from studying the purposes of staff development, the library's operational needs for different or improved staff skills, the content of current programs, and the nature of the library's formal organizational support for training and development.

First, a philosophical framework can be constructed reflecting upon management's concept of the value of staff training, the respective roles of the organization and the individual for pursuing development, and the purposes and intention of current staff development activities. For example, it is a common occurrence for libraries to introduce new services (e.g., machine based information service) or new technology (e.g., OCLC terminals) with specialized training which allows present staff to make full use of these new resources. This is a view that the organization is responsible for adding to or improving present staff skills rather than assuming that staff will do it on their own.

The second step is to determine the training needs of library operations and programs. This is a matter of examining available staff skills, interests, experience, and developmental activities in the context of present and future library needs for particular skills (e.g., on-line searching skills, supervisory potential, and fund raising skills).

Next, a description of current staff training programs and opportunities can be prepared. This description provides information on the nature, scope, content and results of current training activities such as employee orientation, university training programs and policies, opportunities for staff to secure new levels of responsibility, and so forth.

Finally, an understanding of the extent of formal organizational support for staff development can be ascertained. This means determining the percentage of budget allocated to staff development facilities and staff assigned to staff development efforts, the operating costs of current formal staff development activities, and the relative success of these efforts.

Possibly the most difficult aspects of staff development are evaluation and cost. While it is reasonable to ask the costs of not developing staff, the answer is not easy to secure. The lasting value of staff development efforts may be difficult, if not impossible, to determine. Thus, library administrators are in the unenviable position of arguing for a program, the value of which they cannot scientifically document. A related issue that is energetically debated is that of staff development time versus production time on the job. A number of supervisors, charged with responsibility for production, are concerned about the amount of time consumed by staff development activities that do not contribute directly to increased production.

CONCLUSION

Despite the constraints libraries have encountered, reports coming from libraries that have participated in the Management Review and Analysis Program indicate that staff development activities may be assuming a higher priority among academic and research libraries. In many of those libraries where a formalized staff development program has not previously existed, staff have recommended its establishment. Examples of some of the recommended programs are included in this notebook.

While many libraries have attempted to formulate programs to enrich and develop the staff, some libraries have found it difficult to justify the cost of a full-time staff development coordinator and have chosen to distribute the responsibilities among several people. Others have elected to hire such a person to design and coordinate staff development programs, even though budgetary support for the programs may be erratic.

One of the consistent findings of all libraries studying staff development is the need for improved and enlarged programs. Perhaps the most significant discovery is that many informal opportunities exist within the library and the parent organization, but these programs have minimal value when the information about them is inadequate. Thus, staff development study groups can make major contributions by compiling lists of program opportunities, along with sponsoring agencies and contact persons.

Another benefit of systematic study of staff development issues has been the formal listing of staff development as an organizational priority. While staff development, with its myriad of meanings, has been a much touted topic among librarians, it is only with formal acknowledgement that it can be tied to the budget in a tangible way. And with budgetary recognition, there is the realization that a high priority must be given to staff development if libraries are to meet the increased and complex demands placed upon them.

SECTION ONE: STAFF DEVELOPMENT
DATA GATHERING TOOLS AND TECHNIQUES

During the data gathering phase, the library seeks to become knowledgeable about: 1) the current status of organizational efforts to develop staff, 2) the current and future training needs of the various library units, and 3) the individual efforts of staff members to develop skills independently. In examining these areas, the definition of staff development should remain broad so as to obtain as much data as possible. Staff development can be defined as a process that guides and encourages staff members to expand their skills and capabilities on a continuing basis. It can include on-the-job training, staff workshops, professional conferences, training institutes, and university courses.

Inventories and interviews of administrative staff work well to secure information on organizational efforts to develop staff. In addition, a survey of line supervisors may be useful to determine their perspective on the adequacy of organizational training.

Determining current and future training needs is a more difficult task, with no single procedure suitable for all libraries. Interviews with line supervisors to determine if their needs are being met is a useful first step. A survey of several aspects of the library also may be appropriate to determine where additional training is needed. Such a survey may involve comparing job descriptions with staff skills and performance records; identifying and analyzing operational problems with training implications; and analyzing library plans and projections to determine the impact of future developments and systems on staff requirements.

Collecting information on the efforts of individual staff members to develop skills is probably best done with questionnaires directed to all staff. Frequently, such questionnaires become a somewhat general inventory of staff experience, background, and interests as well as organizational efforts to develop staff. Data obtained from such inventories can be used for staff utilization and other personnel functions as well as for the staff development study.

The surveys, questionnaires, and interview strategies which follow are offered as examples only. Each library must develop and design its own data collection instruments to meet specific requirements and needs.

This section includes the following documents on data collection.

Outline for Determining the Information Needs for a Staff Development Study

--from MRAP Manual

Training Needs Inventory

--OMS instrument

Staff Development Program Activity Inventory

--OMS instrument

Selection of Interview Guides to Investigate Different Aspects of Staff Development Programs

--from MRAP Manual

Sample of Questionnaire and Guidelines Followed during Interviews, Princeton University

--from in-house document on the Staff Development Program, 1977-78

Questionnaire to Library Administration, University of Missouri-Columbia

--survey used in MRAP self-study

Staff Survey on Staff Development, Washington State University

--survey used in MRAP self-study

Task Development Questionnaire, Pennsylvania State University

--survey used in MRAP self-study

Individual Questionnaire Concerning Professional Staffing Patterns, Columbia University

--document from ARL/ACE Management Study.

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OUTLINE FOR DETERMINING THE INFORMATION NEEDS FOR A STAFF DEVELOPMENT STUDY

1. Purposes of Staff Development Programs: The philosophical framework for present organizational efforts (or lack of efforts) in this area should be documented. Questions to be asked include:

   - o What is the management philosophy in regard to the concept of staff development (i.e., individual or organizational responsibility?)
   - o What are the goals and objectives of the staff development program?
   - o How are personal needs and goals reconciled with those of the institution in staff development programs?
   - o What is done to encourage those staff with potential but little motivation?

2. Library Training and Development Needs: Some sense of operational and individual requirements in this area should be developed and described by the Task Force.

   - o operational requirements, program needs, etc.
   - o professional staff needs
   - o support staff needs
   - o personal goals

3. Content of Training Activities and Development Programs: Information is needed on the nature of the training programs to develop or upgrade skills that are required to perform the defined job responsibilities.

   a. Does the library have an orientation or training program for new staff? What is the nature of such a program?

   b. Does the university sponsor typing, secretarial, computer or other training courses for staff?

   c. Does the library have supervisory and executive development programs? (correlate work with Supervision Task Force)

   d. What opportunities are offered by the library for staff to secure additional expertise and special experience? What motivation is provided?

   e. What opportunities are offered by the university to support degree-oriented programs, encouraging in particular the mobility of staff from non-professional to professional status?

4. Formal Organizational Support:

   a. Facilities and staff formally assigned to staff development efforts

   b. Percentage of budget allocated to staff development

   c. Manpower planning efforts (correlate with Personnel Task Force)

   d. Means of periodically evaluating the staff development effort.

From: Duane E. Webster, Library Management Review and Analysis Program: A Handbook for Guiding Change and Improvement in Research Library Management. Manual. Washington, D.C., Association of Research Libraries, 1973.

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Training Needs Inventory

To: Unit Supervisors

The purpose of this inventory is to determine the training requirements for your unit in the next year.

(Note: Yet another analysis of training needs can be conducted by distributing sections I-III of this inventory to all staff, not just supervisors.)

I. Identify the major changes expected to occur within your unit in the next year. Of particular interest are re-organization of the unit, changes in staffing requirements, introduction of new technology or equipment, and the introduction of new services and/or required functions.

II. In view of these changes, what kinds of new training programs do you see as being most needed?

Check and explain all that apply:

A. Technical Training

B. Supervisory Skills Training

C. Time management Training

D. Foreign language instruction

E. Library Skills (filing, searching, etc.)

F. Human relations skills

G. Personnel policies training (handling grievances, Affirmative Action, etc.)

H. Other Specify

III. What current training programs need to be continued in the next year to meet your unit's needs?

IV. For you as a unit supervisor, what training programs coult be offered to help you do a more effective job?

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Staff Development Program Activity Inventory

Instructions: Review the following list of library staff development program activities and indicate whether the library is currently operating the activity.

If the answer is yes, the description should contain answers to such questions as:

1. Is the program formal or informal?
2. Who has responsibility for the program?
3. Is the responsibility formally assigned?
4. What are the principal elements of the program?

Activity	Currently Operating? Yes	No	Brief Description
1. New staff orientation			
2. Training in new Technology or Programs			
3. Supervision Training			
4. Library Skills Training			
5. Departmental Tours			
6. Intern Programs			
7. Tuition Remission for Courses			
8. Support for Attending Conferences, Meetings, Institutes			
9. Leaves of Absence for Research and Study			

cont'd

Activity	Currently Operating? Yes	No	Brief Description
10. Staff Exchange Programs with other Libraries			
11. Staff rotation Program			
12. Campus Training Programs			
13. Career Counseling Program			
14. Other Programs Specify			

SELECTION OF INTERVIEW GUIDES FROM MRAP MANUAL* TO INVESTIGATE DIFFERENT ASPECTS OF STAFF DEVELOPMENT PROGRAMS

- Interview Guides for Assessing Current Staff Development Activities of the Library
- Interview Guide to Determine the Involvement of Staff in Staff Development Programs
- Interview Guide to Determine the Library's Approach to Staff Development
- Interview Guide to Determine the Relationship of the Library Staff Development Program to the Operation of Other Library Programs

* Duane E. Webster. Library Management Review and Analysis Program: A Handbook for Guiding Change and Improvement in Research Library Management. Manual. Washington, D.C., Association of Research Libraries, 1973.

INTERVIEW GUIDE FOR ASSESSING CURRENT STAFF DEVELOPMENT ACTIVITIES OF THE LIBRARY

QUESTIONS	COMMENTS
How successfully have the library's development efforts met the staffing needs of the various units?	
Could the library staff's morale level be improved by a different development approach?	
Are there individual career plans developed by the professional staff that identify personal interest and goals? Are career opportunities available in broad areas dealing with subject specialization, operations, and administration?	

QUESTIONS	COMMENTS
Is individual growth in subject and professional expertise as well as in administrative skills recognized and rewards provided? Are comparable salary advancement opportunities available for non-administrative positions?	
Are the staff encouraged to attend workshops, institutes, and other educational programs at the expense of the university? Are the staff attending these programs required to report on the experience in some form?	
Is a record of training and educational achievement kept in the personnel file of each employee?	

INTERVIEW GUIDE TO DETERMINE THE INVOLVEMENT OF STAFF IN STAFF DEVELOPMENT PROGRAMS

QUESTIONS	COMMENTS
What percentage of the staff are involved in some aspect of the staff development efforts?	
What incentives are present for supervisors to encourage staff to participate in development activities? Individual incentives available?	
What incentives operate to encourage individuals to participate in staff development activities? What are the major policies and practices regarding participation?	
How do key administrative staff view developmental activities? Is staff development regarded as a top management responsibility?	

QUESTIONS	COMMENTS
Are library staff members involved (viz., through committees, and working groups) in the formulation, evaluation and operation of staff development programs?	
Do supervisors in the organizational units involved contribute to the design and approval of staff development plans?	

INTERVIEW GUIDE TO DETERMINE THE LIBRARY'S APPROACH TO STAFF DEVELOPMENT

QUESTIONS	COMMENTS
Do plans for staff development exist for all categories of library staff? Are these plans documented and known to the staff?	
Does a distinctive plan of staff development exist for each staff category matched to the requirements of that category?	
Does each plan consider staff training and educational activities by reviewing: objectives of program, alternative methods of training and evaluation of results?	
Are development activities related to other personnel policies and practices?	

INTERVIEW GUIDE TO DETERMINE THE RELATIONSHIP OF THE LIBRARY STAFF DEVELOPMENT PROGRAM TO THE OPERATION OF OTHER LIBRARY PROGRAMS

QUESTIONS	COMMENTS
Is there a staff development program? Are the purposes clearly stated?	
What are the training needs of the library? How does the staff development program meet these needs?	
How does the management philosophy of the library affect the staff development effort?	
How does the library's staff development approach relate to other plans, particularly staffing plans and projected manpower needs? Are the manpower plans of the library used as a basis for designing training activities?	

QUESTIONS	COMMENTS
Are staff development programs evaluated periodically in cost/benefit terms?	

SAMPLE OF QUESTIONNAIRE AND GUIDELINES FOLLOWED DURING INTERVIEWS

PRINCETON UNIVERSITY

DATA COLLECTION

July 8, 1977

I. Major Areas Where Data is Needed:

A. Individual needs for on-the-job training
Individual needs for career development

B. Organizational needs to train staff to do their job effectively, efficiently

C. Identify training programs and resources already available at Princeton University

II. Purpose of Interviewing on a One-To-One or Group Basis in Addition to Gathering the Above Data:

1. Get to know staff, supervisors, heads, and Council, and introduce myself

2. Get a sense of interest and commitment to staff development and training on part of individuals and groups

3. Identify key people at all levels

4. Become familiar with facilities

5. Develop a sense of informal channels of communication, norms, rules (unwritten), values, etc.

6. Become aware of groups and committees which meet regularly

7. What are the supporting and conflicting relationships between groups

8. Start building a support group for staff development and training

9. Initiate a climate of openness, trust, and cooperativeness

10. Discover some of the driving (opportunities) and restraining (barriers) forces at work on the initiation of the staff development and training program

11. Offer information about staff development and training

III. 1. What Specific Training Do You or Your Staff Need to Do The Job?

a. Is this training available now?

b. If so,
- who are the instructors
- what is taught
- when and how frequently is training offered
- is the training satisfactory, if not, how might it be improved, better applied, reinforced
- where is training given
- how is the training given (what format is used)

c. If not,
- who might teach such a course
- what topics specifically need to be covered, or training needs to be given
- when and how frequently is this training needed, today, next year, 5 years
- where could it be given
- how could the course be taught (format)

d. Have you participated in any of these programs i.e. tech. serv., mini-seminars, management training?

2. What Incentives (Rewards) are Presently Given to Trainees After Completing Courses?

Is the training presently given, optional or required?

3. What Are the Most Critical Training Needs You See At This Time For Princeton University Library?

What training needs for the future are there?

4. Are You Aware of Or Can You Recommend Anyone Who is Especially Interested in Staff Development and Training and Who Might Be Interested in Working Closely With The Staff Development and Training Librarian?

5. Do You Have Areas of Expertise, Which Might Be Useful In Training Others?

   Are you currently conducting any training yourself?

6. To Which Professional Organizations Do You Belong?

   To Which PUL Committees Do You Belong?

7. Do You Have Any Concerns About the Staff Development and Training Program Which You Would Like To Share With Me?

ATTACHMENT III

STAFF DEVELOPMENT AND TRAINING PROGRAMS IDENTIFIED BY TWELVE ARL LIBRARIES

* Release time for course work
* Audit courses
* Sabbaticals
* Education loans
* Educational leave of absence
* Tuition reimbursement
* Travel allowance
* Tours of library

In-depth orientation

* Circulation of journals
* Committee assignments (in-house)
* Professional activities
* Department meetings
* Handbook
* Lectures, seminars, workshops on specific topics

Job exchange

Newsletter

* Supervisory training programs

Performance evaluation

* Interview technique
* Communication skills
* Job posting

Weekly small group discussions

Reference assistant training

* On-the-job training

Educational and vocational counseling

Films on management

Foreign language instruction

Secretarial skills training

Telephone answering skills

Minority needs awareness workshop

Affirmative action workshop

Training manuals

* Cataloging in-service training

Monthly meetings with personnel officer

Brown bag lunches with resource persons

* Library skills: filing, searching

Union contract administration

Slide presentations on library processes: tech services, shelving

* Currently offered at PUL

UNIVERSITY OF MISSOURI-COLUMBIA
LIBRARY

INTER-DEPARTMENT CORRESPONDENCE

TO: Mr. Tuckwood, Director of Libraries

FROM: MRAP Staff Development Task Force

SUBJECT: Questions for Interview

A. Purposes of Staff Development Programs.

1. What is the administration's philosophy in regard to the concept of staff development (i.e., individual or organizational responsibility)?

2. What do you feel should be the goals and objectives of a staff development program?

3. To what degree should the library attempt to motivate and encourage seemingly uninterested staff members, some of whom may have recognizable potential?

4. Is staff development regarded as a top management responsibility?

B. Library Training and Development Needs.

1. What efforts are made to assess library operational and individual requirements in the following areas, relating them to staff development:
   --operational requirements, program needs, etc.
   --professional staff needs
   --support staff needs
   --personal goals.

2. When will the Professional Evaluation procedure go into effect?

C. Content of Training Activities and Development Programs.

1. What incentives currently operate to encourage individuals to participate in staff development activities?
   --for professional staff?
   --for support staff?

2. Could the library's staff morale level be improved by a different development approach?

3. How successfully have the library's development efforts in the past met the staffing needs of the various units?

4. Is individual growth in subject and professional expertise as well as in administrative skills recognized and rewards provided? Are comparable salary advancement opportunities available for non-administrative positions?

5. Are staff encouraged to attend workshops, institutes and other educational

programs at the expense of the University? What means are used to make individuals aware of conferences, workshops, courses, etc.?

6. What type of interaction would you like to see between the library and the school of Library and Information Science in developing professional expertise?.
   --for library staff (e.g., non-professionals working toward professional status)?
   --for library school students (e.g., graduate assistantships, practicums, etc.)?

7. Are librarians eligible for sabbaticals as academic non-regular staff?

8. What staff development and training requirements do you see as needing top priority attention?

9. What constraints have inhibited library training and staff development programs in the past?

D. Formal Organizational Support.

1. What percentage of the budget supports staff development costs?

2. Does the library carry a discrete budget line for continuing education?

MEMORANDUM Washington State University

TO: All Library Staff

FROM: MRAP Task Force on Staff Development

DATE: April 19, 1974

SUBJECT: SURVEY ON STAFF DEVELOPMENT

Staff Development is the process used to guide and encourage staff members to develop their skills and capabilities on a continuing basis in order to help meet library staffing requirements and to assist the staff member to develop and achieve personal aspirations.

The MRAP Manual suggests that the Task Force on Staff Development try to determine how many of the staff are currently involved in some form of staff development activity as well as what kinds of training and staff development needs the Library has. While some of this information is available in the personnel files, these confidential files are not available to the Task Force. The following questionnaire has been designed to help the Task Force gain the information it needs for a description and analysis of current activity. Your response will be confidential, and only the Task Force members will see the completed questionnaires.

SURVEY ON STAFF DEVELOPMENT

Instructions:

a. Please read through the entire questionnaire before beginning to answer the questions.

b. If you have questions, please contact a member of the Task Force (Iris Garnett, Mary Fahnestalk, Dorothy Larson, Donna McCool, Ruth Jean Shaw, and Ann Wierum).

c. Return your completed questionnaire to Ruth Jean Shaw by Wednesday, April 24.

1. Do you feel the Library is devoting enough attention to staff development? Why?

2. What incentives do you feel are present within the Library to encourage you to participate in training or staff development activities?

3. What constraints do you feel are keeping you from participating to a greater extent in training or development activities?

4. Do you feel the Library has provided you with adequate training for your present job?

5. What kind(s) of additional training would enable you to perform more effectively in your present job?

6. What training or staff development activities would benefit everyone on the Library Staff regardless of rank?

7. Have you formulated definite career goals for yourself? e.g. Do you know what you want to be doing 10 years from now? _____ yes _____ no

8. If so, what additional training or self-development do you need to achieve those goals?

9. In which of the following groups does your job fall?

_____ Division Chief
_____ Librarian IV
_____ Librarian III
_____ Librarian II
_____ Librarian I
_____ Supervisor A
_____ Supervisor B
_____ Library Technician 3
_____ Library Technician 2
_____ Library Technician 1
_____ Office Assistant 2
_____ Office Assistant 1

10. How long have you worked in the WSU Library?

_____ less than 1 year
_____ 1 - 3 years
_____ 4 - 10 years
_____ more than 10 years

11. Did you have another job in the WSU Library before you took your present job?

_____ yes _____ no

12. Were you promoted into your present job? _____ yes _____ no

13. Have you been through the Library's Orientation Program for new employees?

_____ yes _____ no

14. What library related or professional conferences, seminars, workshops, etc. have you attended in the past year (May 1973 - April 1974)?

Name of Event	Library Support (check applicable box)				
	State car or transportation paid	Registration fee paid	Per diem provided	Time off the job given	No funds time off provided
1.					
2.					
3.					
4.					
5.					

(Continue on reverse if needed)

15. Have you held any offices or committee memberships in the following over the past two years (May 1972 - April 1974)?

a. Internal Library offices or committees? _____ yes _____ no

b. Campus offices or committees? _____ yes _____ no

c. Library related or professional organizations outside of WSU? _____ yes _____ no

Have these activities outside WSU (question c) been at the:

_____ national level

_____ state or regional level

16. What academic courses have you taken this year (Summer-Fall-Spring 1973-74)? Please list:

17. Are you working toward a degree? _____ yes _____ no

18. Would you like to take courses in library science? _____ yes _____ no

What kinds of courses would you like to take?

If you do not already have a degree in library science, do you wish to obtain one?

_____ yes _____ no

- - - -

MRAP Questionnaire

The MRAP Task Force on Staff Development is charged with the responsibility of determining the present status and future needs concerning staff development. Staff development is defined as "The processes used to guide and encourage staff members to develop their skills and capabilities on a continuing basis." Your response to this questionnaire will be a major source of information in this study. Confidentiality is guaranteed; but if absolute anonymity is desired, remove the last sheet of the questionnaire with your address label attached. It would be appreciated if the information requested at the beginning of the questionnaire is filled in concerning your position in the Libraries: department, years of service, etc.

Return the completed questionnaire by campus mail to Barbara Smith, E105 Pattee no later than April 21. If you have any questions, please contact any member of the Task Force: A. Cohen, J. Sulzer, C. McKown, B. Burke, or B. Smith. Please feel free to comment on any of the questions in the space provided after each one; you may use additional sheets if necessary.

BACKGROUND INFORMATION

Name: _____ (optional)

Section of the Libraries in which you work (such as Reference, Serials, CCL, etc.): _____

Category in which your job falls: (Indicate with appropriate checks.)

___ Administrator
___ Department, Division, or Section Head
___ Librarian
___ Library Assistant, Library Associate, etc.
___ Clerk
___ Other (Please specify) _____

Do you have supervisory responsibilities? Yes___ No___

How long have you worked in the Libraries as either a part-time or a full-time employee?

___ less than one year
___ 1-3 years
___ 4 or more years

Were you promoted into your present job from elsewhere in the Libraries? Yes___ No

NA - Not applicable

QUESTIONS

I. A. When you assumed your present position, were you given any training to meet the responsibilities of that position?
Yes___ No___ Don't Know___ NA (Not applicable)___

B. Were you given training for a specific period of time for your present position?
Yes___ No___ Don't Know___ NA___
If Yes, specify length of time. ___hours

C. Was this training adequate to meet the needs of your present position?
Yes___ No___ Don't Know___ NA___
If No, indicate why. _____

D. Do you see any way in which this training could have been performed in a better manner?
Yes___ No___ Don't Know___ NA___
If Yes, please indicate how. _____

E. As a part-time employee did you participate in this training on library time?
Yes___ No___ Don't Know___ NA___

II. A. Does your position require occasional or continuous on-the-job training to keep you current with developments affecting your position?
Yes___ No___ Don't Know___ NA___
Specify occasional___ or continuous___ training (Check, please.)

B. Are you being provided this type of on-the-job training?
Yes___ No___ Don't Know___ NA___

C. If you answered Yes in II. B. above, is this type of training adequate for the needs of your position?
Yes___ No___ Don't Know___
Comment, please.

D. Do you see any way in which this on-the-job training could have been conducted in a better manner?
Yes___ No___ Don't Know___ NA___
If Yes, indicate how._____

III. A. Have you been through a library orientation program for new employees?
Yes___ No___ Don't Know___ NA___

III. B. Was this orientation adequate for your needs as a library staff member?
Yes___ No___ Don't Know___ NA___

C. Do you see any way in which this library orientation program could have been performed in a better manner?
Yes___ No___ Don't Know___ NA___
If Yes, indicate how._____

IV. A. Have you participated in library sponsored workshops, lectures, or in-service training sessions within the past 12 months?
Yes___ No___
If Yes, state briefly which one(s). _____
_____

B. Do you feel that these programs could have been presented in a better manner?
Yes___ No___ Don't Know___ NA___
Suggestions: _____

C. Do you feel that these library sponsored programs were worthwhile for you to meet the needs of your position?
Yes___ No___ Don't Know___ NA___

D. Were you given permission to attend these types of programs?
Yes___ No___ NA___

V. A. Did you know of training sessions in the library which would have been of benefit to the performance of your job but you were not informed in time to participate?
Yes___ No___ NA___

B. Did you know of these training sessions but were not given permission to attend?
Yes___ No___ NA___

VI. A. Have you participated in conferences, seminars, workshops, or lectures held <u>outside</u> the library within the past 12 months which were <u>directly</u> related to your work?
Yes___ No___ NA___

B. Did you feel that attendance at these outside conferences, etc., was worthwhile in meeting the needs of your position?
Yes___ No___ Don't Know___ NA___

C. Were you given released time from the library to attend?
Yes___ No___ NA___

VI. D. Were you given reimbursement to attend these conferences, workshops, etc.?
Total___ Some___ None___

E. How many of these outside conferences, etc., did you attend within the last 12 months?
1___ 2___ 3___ If more, state number___

F. Were you denied the opportunity of attending <u>any</u> of these types of outside activities directly related to your work?
Yes___ No___ NA___

VII. A. Have you participated in conferences, seminars, workshops, or lectures held <u>outside</u> the library within the past 12 months which were <u>somewhat</u> related to your work?
Yes___ No___

B. Did you believe that attendance at these outside conferences, etc. was worthwhile in meeting the needs of your position?
Yes___ No___ Don't Know___ NA___

C. Were you given released time from the library to attend?
Yes___ No___ NA___

D. Were you given reimbursement to attend these conferences, etc.?
Total___ Some___ None___

E. How many of these outside conferences, etc., which were somewhat related to your work, did you attend?
1___ 2___ 3___ (State no.)___

F. Were you denied the opportunity of attending any of these types of outside activities which were somewhat related to your work?
Yes___ No___ NA___

VIII. A. Have you participated in conferences, seminars, workshops, or lectures held <u>outside</u> the library within the past 12 months <u>not at all</u> related to your work?
Yes___ No___

B. Did you believe that attendance at these conferences, etc. was worthwhile in meeting what you consider to be the needs of your position?
Yes___ No___ Don't Know___ NA___

C. Were you given released time from the library to attend?
Yes___ No___ NA___

D. Were you given reimbursement to attend these conferences, etc.?
Total___ Some___ None___

VIII. E. How many of these outside conferences, etc. not at all related to your work did you attend?
1___ 2___ 3___ (State no.)___

F. Were you denied the opportunity of attending any of these types of outside activities not at all related to your work?
Yes___ No___ NA___

IX. A. As a full-time staff member, have you ever taken or are you now taking college level courses (while on the library staff), for which you were given released time to attend?
Yes___ No___ NA___

B. Have you ever been denied released time to take college courses while a full-time staff member of the library staff?
Yes___ No___ NA___

C. If you took these college courses, were they directly related, somewhat related, or not at all related to your work?
Directly Related___ Somewhat Related___ Not at all Related___

D. Did you believe that these courses were worthwhile in meeting what you consider to be the needs of your position?
Yes___ No___ Don't Know___ NA___

X. A. As a supervisor, do you believe that adequate training is being provided for your staff?
Yes___ No___ Don't Know___ NA ___
Please comment.

B. As a supervisor, do you believe that your staff's involvement in various training sessions, conferences, courses, etc. is a wise investment of time?
Yes___ No___ Don't Know___ NA___
Please comment.

XI. A. As a library staff member (full or part-time), do you believe that there is ample opportunity for promotion within the library?
Yes___ No___ Don't Know___

B. Do you believe that the library is utilizing your capabilities to the fullest extent?
Yes___ No___ Don't Know___

C. Were you aware of publically advertised vacant positions in the library for which you were qualified before these positions were filled?
Yes___ No___ Don't Know___ NA___

XI. D. Were you given the opportunity of applying for these positions?
Yes___ No___ Don't Know___ NA___

E. If you met the minimum qualifications for these positions, were you interviewed?
Yes___ No___

F. Do you believe that requirements for some positions are excessive?
Yes___ No___ Don't Know___
Please comment.

G. Were you aware of unadvertised vacant positions in the library for which you were qualified before these positions were filled?
Yes___ No___ Don't Know___ NA___

H. Were you given the opportunity of applying for these positions?
Yes___ No___ Don't Know___ NA___

I. If you met the minimum qualifications for these positions, were you interviewed?
Yes___ No___

XII. A. Have you ever been granted a sabbatical or leave with pay for library related research?
Yes___ No___ NA___

B. Have you ever been denied a sabbatical or leave with pay for library related research?
Yes___ No___ NA___

C. Have you ever taken a leave without pay to do research?
Yes___ No___ NA___

D. Have you ever been denied leave without pay to do research?
Yes___ No___ NA___

XIII. A. Are you in favor of a library program which would allow a staff member to work in different parts of the library for a particular period of time?
Yes___ No___ Don't Know___

B. Are you in favor of a program which would give library staff members an opportunity to work in different parts of the library on a temporary exchange basis?
Yes___ No___ Don't Know___

XIII. C. Are you in favor of a program in which library staff members would have an opportunity of working in more than one area of the library on a regular basis?
Yes___ No___ Don't Know___

D. As a library staff member, are you in favor of a flexible policy on lateral or horizontal transfers?
Yes___ No___ Don't Know___

XIV. Do you have any other comments or suggestions concerning staff development or the types of library training programs you would like to see developed? Please indicate.

BB/jme

COLUMBIA UNIVERSITY LIBRARIES
ARL/ACE MANAGEMENT STUDY

QUESTIONNAIRE CONCERNING PROFESSIONAL STAFFING PATTERNS

INTRODUCTION

As you are aware, a management study has been underway at Columbia for several months. The objective of the study, using the Columbia Libraries as a case study, is to recommend organization and staffing patterns that best meet the complex reader service and other objectives of a university library. Critical in an analysis of this sort is a thorough understanding that the library system is a professional enterprise consisting of individuals with varying qualifications and career interests. Organization plans need to be patterned so as to enhance the effective utilization and development of staff resources, talents and interests towards achievement of established collective and individual objectives.

The purpose of this questionnaire is threefold: (1) to characterize the qualifications and background of professional staff at Columbia, (2) to evaluate the broad activity content of present staff positions and work assignments, and (3) to determine the range of professional career interests of professional staff. Your replies will provide a useful input to help the management study team formulate meaningful definitions of types of professional activities and career patterns that should be provided for in the organization and staffing plans of a university library.

Please study the questions carefully and answer each question completely. The results of the questionnaire will be tabulated and used so as to keep your individual response completely confidential. It would be appreciated if you would return your completed questionnaire in the enclosed addressed envelope by Wednesday, April 7, 1971.

BACKGROUND

1. Name _____ 2. Age _____

3. Position Title _____ 4. Library Unit _____

5. Years in Position (Work Assignment) _____ 6. Years at Columbia _____

7. Years as Professional Librarian _____

8. Please list current University and Library committees of which you are presently a member and indicate any officer positions held.

9. Please describe in your own words the duties and responsibilities of your present position or work assignment.

ACADEMIC TRAINING AND QUALIFICATIONS

10. Please list all formal academic undergraduate and advanced degree programs you have completed or are currently engaged in.

Institution Attended	Years Attended	Major/Minor or Subject Field	Degree Received If Any and Year Conferred	Anticipated Completion Date If Still Engaged in Program

11. Please list all formal but nondegree academic programs you have completed or are currently engaged in.

Institution Attended	Years Attended	Subject Field

CURRENT PROFESSIONAL DEVELOPMENT ACTIVITIES

12. Please list other professional training programs, e.g., workshops, seminars, etc. you participated in during the past two years:

Title of Training Program	Training Program Provided/Sponsored by	Subject Covered	Approximate Number Hours Spend

13. Please list current memberships in professional associations noting special committee and officer position you have held in the past two years.

14. Please identify any speeches made, articles written, consulting projects outside Columbia, or other similar professional activities engaged in during the past two years.

PROFESSIONAL EXPERIENCE AT COLUMBIA AND ELSEWHERE

15. Please list, with most recent first, the professional positions (by position title) you have held at institutions other than Columbia, indicating the unit attached to and the length of time employed in the position.

Name of Organization	Position Title(s)	Name of Unit	Years in Position

16. Please list, with most recent mentioned first, the positions (work assignments) you have held in the Columbia Library System indicating the library unit attached to and the length of time employed in the position.

Position Title(s) or Work Assignment	Library Unit	Years in Position

17. Please check which of the following best describes how you obtained your first position in the Columbia Library System.

_____ I was contacted by the Columbia representatives while completing library school and subsequently invited to join the system to fill a specific position.

_____ I was contacted by Columbia representatives to apply for a position open while at another institution.

_____ I contacted Columbia on my own while at another library requesting consideration for position openings.

_____ I interviewed Columbia representatives while visiting my library school.

_____ I contacted Columbia on my own while at library school requesting consideration for position openings, since Columbia representatives did not interview at my school.

_____ I was made aware of openings at Columbia by a friend then on the library staff at Columbia, made application and was hired.

_____ I was made aware of openings at Columbia through newspaper and/or journal advertisements and submitted an application which subsequently was accepted.

Other (please elaborate). _____
_____
_____

18. If you have held more than one position at Columbia, please check which of the following best reflects the process by which you obtained your present position.

_____ I knew of the position opening, made formal application, and was subsequently made an offer.

_____ I knew of the position, but did not make formal application, and was subsequently made an offer.

_____ I was unaware of the opening until invited to fill the position.

Other (please elaborate). _____
_____
_____

19. Please check which of the following best describes how you currently learn about openings in the Columbia Library System that you might apply for:

_____ I depend upon my supervisors to identify openings.

_____ I depend upon informal means, e.g., word of mouth to learn of openings.

_____ I depend upon the personnel office to contact me if openings exist for which I might be considered.

_____ I depend upon my own initiative to inquire at the personnel office.

Other (please elaborate). _____
_____
_____

ACTIVITIES RELATED TO YOUR CURRENT POSITION AND TO PROFESSIONAL CAREER INTERESTS

20. Does your present position (work assignment) fulfill and satisfy your professional career interests _____Yes _____No. If No, have you identified to appropriate officials in the library system the type(s) of position you would be interested in filling in the future. _____Yes _____No.

21. The purpose of this question is (1) to identify distinct activities in which professional staff at Columbia are engaged; and (2) to determine the activities that most satisfy (or least satisfy) the professional career interests of individual staff.

The question should be approached in three steps:

(1) Read over thoroughly the list of 15 activities in Column A before answering the question.

(2) Please check (√) in Column B the extent to which each of the 15 activities is involved in the work you perform in your present position (work assignment).

(3) Please check (√) in Column C the extent to which each of the 15 activities reflects your long-term professional career interest.

Upon completion of the question, please be certain you have placed a check (√) next to each activity in both Column A and Column B.

Column A	Column B — How Much Involved in My Present Position			Column C — Extent to Which Activity Reflects My Long-Term Professional Career Interests		
	Directly Engaged In Much of My Time	Directly Engaged In Periodically	Not at All Engaged In	Best Reflects	Somewhat Reflects	Not at All Reflects
1. Instruction and orientation programs, relating library resources and services to students and faculty	___	___	___	___	___	___
2. Comprehensive reference and bibliographic services to users with research needs.	___	___	___	___	___	___
3. Selection of library materials and collection development.	___	___	___	___	___	___
4. Materials acquisition including bibliographic verification, ordering materials, maintaining records, and billing.	___	___	___	___	___	___
5. Cataloging, classifying and indexing new materials requiring original cataloging.	___	___	___	___	___	___
6. Maintenance and preservation of library collections including discarding, binding, and generally caring for the physical state of library materials.	___	___	___	___	___	___
7. Supervision of complex processing activities such as searching, filing, card preparation, cataloging with LC copy, checking shelf lists, checking in and discharging circulation materials, etc. often involving numbers of nonprofessional staff.	___	___	___	___	___	___

Column A	Column B: How Much Involved in My Present Position			Column C: Extent to Which Activity Reflects My Long-Term Professional Career Interests		
	Directly Engaged In Much of My Time	Directly Engaged In Periodically	Not at All Engaged In	Best Reflects	Somewhat Reflects	Not at Reflec
8. Overall management responsibility for a library unit including collection development, user services, staff utilization, and general operations.	___	___	___	___	___	___
9. Personnel matters including recruitment, compensation plans, career development programs and other areas such as long-range planning of library staff requirements.	___	___	___	___	___	___
10. Financial and budgeting matters including involvement in budgets preparation, fiscal control procedures, cost analyses, and other similar financial concerns.	___	___	___	___	___	___
11. Overall long-range planning for the library system as a whole to define priorities, objectives, relations to the university and academic departments, formulate overall policies.	___	___	___	___	___	___
12. Facilities and space management including the effective utilization of physical space, available facilities, library security, and other such matters.	___	___	___	___	___	___
13. Operations research, systems development and computer applications.	___	___	___	___	___	___
14. Development of library programs utilizing nonbook resources such as audio visual materials, microforms, and other media.	___	___	___	___	___	___
15. Teaching and research in library related subject fields.	___	___	___	___	___	___

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22. Please indentify the number of the activity listed above that best describes your current position or work assignment and estimate the percent of your time you typically are engaged directly in the activity (e.g., 45% - 100%).

_____ Activity Number
_____ Percent time engaged in

SECTION TWO: DESCRIPTION AND ANALYSIS OF STAFF DEVELOPMENT PROGRAMS

After data concerning staff development efforts have been gathered, the library can make an overall assessment of the current situation and compare that to the library's long-range objectives in the area of staff development. A description of current activities can discuss strengths and weaknesses of present practices, needs, and trends. Such descriptions can then be used as the basis for recommendations for improvement.

This section includes the following documents.

Description of Staff Development Program - Orientation Programs, The University of Michigan

--from SPEC Kit 18 on Staff Development, May 1975

Report of the Task Force on Staff Development - Introduction and Description, The University of Maryland

--from final Management Review and Analysis Program report, September 1974

Current Staff Development Practices, The University of Kentucky

--from final Management Review and Analysis Program report, June 1976

The Libraries' Program for Staff Development, The Pennsylvania State University

--chapter 7 from final Management Review and Analysis Program report, September 1975

Staff Development, The University of Massachusetts at Amherst

--chapter 9 from final Management Review and Analysis Program report, July 1976

Description - Staff Development at the Eisenhower Library, Johns Hopkins University

--chapter 9 from final Management Review and Analysis Program report, September 1976.

THE UNIVERSITY OF MICHIGAN
UNIVERSITY LIBRARY

DESCRIPTION OF STAFF DEVELOPMENT PROGRAM

SC - P50
November 23, 1971

STAFF CIRCULAR No. P50

SUBJECT: Orientation Programs

Orientation programs for the staff of the University Library are described herein in two categories:

(A) Orientation of new academic staff members

(B) Orientation lectures and tours of departments and libraries

Section (A) on the orientation of new staff members is expressed only in terms of professional staff, since much of this aspect of orientation is provided for non-academic staff by University Personnel. Supervisors are encouraged nonetheless to apply relevant portions of Section (A) to new non-academic staff members. Section (B) applies to all staff members of the Library.

(A) Orientation of new academic staff members

There is a wide range of basic information which should be made available in the weeks and months immediately after appointment. This information includes basic personnel policies and procedures, the general organizational and functional relationships in the department to which the new staff member is assigned, a familiarity with the layout of the department, and an acquaintance with as many of his colleagues as time permits. The steps through which this information may be made available are outlined below.

(1) On the first day in the Library, the new academic staff member has an introductory discussion with the Assistant to the Director, which concentrates on personnel policies, staff benefits, and general information about the Library and the University. (This range of the orientation program is handled by University Personnel for non-academic staff members.) The new staff member is given the following, with discussion in appropriate instances:

(a) Orientation checklist

(b) Copies of brochures supplied by the Office of Staff Benefits

(c) Academic staff identification card

(d) Copy of position description

(e) Tentative schedule of orientation tours and lectures

(f) Miscellaneous (Constitution of Staff Association, Checklist of professional journals available for routing to staff, organization charts, etc.)

(2) As soon as possible the new staff member meets the Director, Associate Director, and others in the Director's Office. (The names of new staff members are sent to the Director's Office, which arranges for this meeting.)

(3) During his first days on the staff the new staff member is introduced to persons within his immediate unit, and to the heads of the other units within his department.

(4) The new staff member attends the next staff meeting of his department, and is introduced to anyone he has not already met. If general staff meetings are not held in his department, the staff member attends the next meeting of supervisors in the department. In both instances, the introduction of the new staff member, together with a brief biographical statement, is a major item on the agenda.

(5) A period of orientation to all aspects of the work of the new staff member's divisional library or department is concurrent with training in the specific position to which the staff member is assigned. The scheduling and organization of this aspect of the program will vary with the scope of the work of the divisional library or department, the number of separate units, and the size of the staff. The result, however, should be the same: within three months the staff member should have had significant contact with, and an explanation of, the work of each of the major components of the divisional library or department. The objective of this program is to familiarize the new staff member with the complete operation in which he has a part, with the result that his work will be both more meaningful and more effective.

(6) Although formal orientation to other departments for groups of staff members should always be arranged by those departments (see Section (B) below), an immediate tour and brief discussion of these facilities should be provided in appropriate cases by someone in the new staff member's own department. For example, a new staff member in the Catalog Information Section of Technical Services should receive within the first few days in his position a complete tour of the Graduate Library, including all of its major service units, and a thorough tour of the stack areas with close attention to the locations of the major blocks of classifications. A new divisional librarian should receive a brief but comprehensive tour of the major units of Technical Services, with explanations of functions and procedures and introduction to appropriate heads of units. Because this orientation should be provided promptly and -- of necessity -- often on an individual basis, a formal orientation program scheduled at infrequent intervals will be inadequate for this purpose.

(7) In addition to the orientation of new staff members, some departments

or libraries may wish to present, solely for their own staff members, internal programs of lectures/tours on their own units. All staff members of the department or library would be included in this type of program.

(B) Orientation lectures and tours of departments and libraries

These tours and lectures will be presented at intervals throughout the year, with all staff members participating. Each department or library is responsible for developing a presentation of its own.

Schedules for the lectures/tours will be coordinated through the Assistant to the Director.

Frederick H. Wagman
Director

REPORT OF THE
TASK FORCE ON
STAFF DEVELOPMENT

Prepared by:

Janette Chittenden
Julia Mamani
Patricia Stevens
Sharon Taber (Chairwoman)
Pearl Tubiash

INTRODUCTION

Staff development is the systematic and regular assessment and utilization of the maximum potential of the limited human resources available to any organization. It must be systematic and regular because of the dynamic nature of both the personnel mix itself and the changing objectives of the organization in a time of expanding technology and both increasing and changing demands and needs. It must take into account the limitations imposed by budget, salary, and organization structures created by higher authority, and the interests and abilities of the people involved. It is necessarily tied to the desire of all employees to achieve their maximum human potential in terms of both job satisfaction and income, and must seek to equate these objectives with the overall organizational mission. In so doing, it will permit the organization to achieve maximum efficiency and productivity.

Staff development can take many forms and include many activities. This Task Force has attempted to identify those activities which now exist in the UMCP library system and to appraise them in light of the total system and its philosophies, objectives, and constraints. Using the *MRAP Manual* as a guide, we identified three basic elements within the process of staff development: orientation, job training, and career development. These are artificial groupings because the processes are interrelated and build upon one another. We have defined these elements as follows:

> Orientation: initiation to the employment environment, including the immediate job situation as well as the total organization and its community
> Job Training: training in specific skills and procedures necessary to satisfactorily perform the functions of the position
> Career Development: a long-range work advancement plan including assignment, reassignment and training to acquaint one with various aspects of the field and to establish a ground work for advancement.

Interview questionnaires were constructed based on these elements, and a twelve per cent random sample of the staff was interviewed. In addition, members of the library system administration and the UMCP Personnel Office were consulted. The information generated from these interviews, comments from the "Needs Assessment Survey", the "Organizational Profile", and University and library system documentation are the raw materials of this report. In order to best describe and analyse what is now available at UMCP, we discuss these elements of the staff development process at both the University-wide level and specifically within the library system.

I. DESCRIPTION

The UMCP does not have a comprehensive staff development program for all members of its faculty and staff. There appear to be no guidelines making staff development a committment of the University. There

are, however, opportunities and benefits which are available to all University employees and which have tremendous staff development potential.

All full-time employees are eligible to take four tuition-free credits each semester and three during a summer session. There is no requirement that these courses be job related, but release time from work is not part of the employee benefit. The UMCP Personnel Office has an Employee Development Office which sponsors a program of general courses which can apply to any departmental operation; this program is designed for classified staff, although other staff are not prohibited from taking advantage of the offerings. Participation in these programs requires the department chairman's approval (signature), and classes are meant to be taken on University time if the meeting time of the class falls within the employee's normal working hours.

The purpose of these courses, according to the handbook for classified employees, is to aid employees in gaining *"effectiveness in their present or future work through the development of appropriate habits of thought and action, skills, knowledge and attitude"*. The Employee Development Officer states that he has neither the time nor the funding to develop courses for specific departments. If, however, a department were to designate an employee development person, he indicates that he would work with such a person in developing a departmental program. In fact, in a memo regarding training for classified employees issued in April 1971, the UMCP Personnel Office states: *"there are presently three significant sponsors of employee training programs: the Departments in general, the Personnel Department in particular, and the Office of the Special Assistant to the Chancellor for Human Relations Programs."* Further, in expanding on Departmental offerings, it is stated, *"Each department is encouraged to develop and conduct its own training programs, especially in those areas which are intradepartmental in nature."*

While there is not an employee development program specifically for associate staff, the recently prepared handbook for associate staff states that a member of the associate staff may request leave without pay for a period of up to six months for purposes of professional development and, if granted, be assured return to his previous position, or the equivalent.

Except for the Director of Libraries, librarians and other library system employees do not have faculty status. The UMCP 1973/74 Faculty Handbook contains the following statement: *"The University encourages active participation in the work of the various professional and learned societies both on the national and the State level."* Neither the handbook for classified nor the handbook for associate staff contain a similar statement. The Faculty Handbook is a broader orientation tool to the Campus than the handbooks for the other two categories of employees, which deal primarily with personnel regulations. Accordingly, it is not clear that, as a matter of University policy, library system staff have similar obligations or opportunities in conjunction with their role in the University.

The UMCP library system does not have an overall staff development program or policy. Various activities exist, however, which provide limited opportunities for development to library system employees. For example, two library system organizations, the Staff Alliance and the Library Assembly, are supported by the library system's administration, and release time from job duties is granted both for participation in their programs and for involvement in their committee and executive projects. Committee work in itself can be a component of staff development. In addition, the work of several committees is specifically development oriented: the Professional Development Committee of the Library Assembly has planned educational tours for librarians, dispersed funds for development activities when such funds have been granted the committee by the Director of Libraries for these purposes, and planned development lecture/workshops for the Assembly; the Orientation Committee of the Library Assembly has this past year developed a system-wide orientation program for librarians; and the Staff Alliance Orientation Committee has produced and distributed the Library Orientation Handbook.

The Equal Employment and Education Opportunity Committee of the library system prepared a report in 1972 which dealt with, among other things, several aspects of staff development, such as job training, "dead end" jobs, and library careers. This Task Force has found, however, little evidence that this is a working document, in spite of the fact that many individuals expressed concern for the issues dealt with in the report.

An administrative leave policy enables employees to attend, with the Director of Libraries's approval, job-related conferences, workshops, and library system organization meetings on library time; in practice, these opportunities have been utilized more by associate staff than by classified staff. While there is no line in the library system's budget for staff development, there is a travel fund, but most of this is granted to administrators and a few others who either have presentations to make at professional meetings or have assignments to bring specific job-related information back to the library system. As previously indicated, in recent years a minimal allotment from this fund has been given to the Library Assembly's Professional Development Committee for dispersal to associate staff, but no regular or systematic policy exists regarding staff development funds.

It is generally supported in the literature and felt by those interviewed that responsibility for staff development should be shared between the individual and the organization. The organization at all levels is seen as responsible for creating a program which provides opportunities for staff development, while the individual is responsible for taking advantage of direction and opportunities afforded him. Although the library system administration has stated that, philosophically speaking, the organization should provide the basic coordination of staff development, no individual or particular office is assigned such duties. Responsibility for staff development is diffused throughout the system in individual divisions and departments. Most departments, however, have no one assigned specific responsibility for staff development; it is assumed that this is the responsibility of the supervisor. Some supervisors do see staff development as part of their role and have worked to varying degrees to develop activities for their

area; most have not. Most supervisors expressed the need for guidance from the top library system administration as to their responsibility for staff development.

A program of staff development must be based on known development needs, taking into account current capacities and carefully identified organizational goals and trends. While unit level reporting of projected manpower needs is accomplished for the short term on an annual basis, there is no overall long-range manpower planning for the library system. This fact has created a limiting effect on staff development activities, since human resource development is meaningful primarily in terms of identified organizational needs.

A. Orientation

All staff new to the library system receive some kind of orientation to the work environment. Orientation available includes orientation to the University, the library system, and the specific library department. The extent to which a new employee receives each of these types of orientation varies considerably.

An orientation session sponsored by the UMCP Personnel Office is offered to new classified employees every month. Information on employee benefits, retirement, health insurance, credit union, tuition remission, and University regulations is provided. In practice, although the Personnel Officer states that he notifies all new classified employees of this program, few library system employees seem to be aware of it or to have attended the session. No comparable offering is available for associate staff.

Orientation to the University community, covering such things as academic specialities, administrative organization, recreational facilities, etc., is not available through any organized program. The library system's Staff Alliance has set up a community information file in the General Reference Room of the McKeldin Library for system employees, and has included University community information in its Library Orientation Handbook.

Orientation to the library system as a whole is available; however, there is no consistency in terms of when and how it is offered, to whom it is made available, and what is covered. No single system-wide orientation for all employees exists. Only one division of the library system provides broad orientation for student assistants.

The Coordinator of Reference Services has established a program of orientation to Reader Services, normally once a year, which is designed for and available to all associate and classified reference services staff. Others are invited to participate if they are interested. A comparable orientation to the Technical Services Division and the Data Processing Department is not available. Orientation to other areas can be arranged if requested. A brief, informal tour of the entire Technical Services operation is offered for new employees of the individual units within the Division.

A system-wide orientation program for associate staff has been initiated this year by the Library Assembly. This program has an established agenda, which consists of in-depth sessions in each area of the library system covering such things as introduction to staff, major responsibilities and organization of each area and its special collections and services. Participation in the program is voluntary, and descriptive handouts may be available; the program is in the process of formal evaluation. The Staff Alliance Orientation Committee is investigating the possibility of enlarging on this program to include all members of the library system staff.

Orientation to the individual departments is available, but it varies greatly among areas and by level of position. The orientation is carried out by the supervisor or by someone designated by the supervisor. Generally, no written guidelines stating what to cover in the orientation and how to conduct it are provided for the person carrying out the orientation. Introduction to the head of the department and fellow workers seems to be the only common element that is included in each employee's orientation. The new employee may also receive information on payroll, leave, breaks, specific job duties, physical layout of the work area, and basic tools used. Information on the work and organization of the department as a whole and how one's work advances the objectives of the library system is not routinely covered in all departments. Personal initiative, especially on the part of classified staff and student assistants, is often required to obtain this information.

Written evaluation of the orientation activities is limited to the student assistant orientation program and the Library Assembly program mentioned above. The majority of evaluation consists of verbal comment.

B. Job Training

No program which attempts to plan and to provide in a comprehensive manner for the training needs of the organization exists within the library system. Generally, the training activities that do exist are designed to meet the immediate job performance needs of individual departments and are limited to informal means, consisting mainly of on-the-job training.

Responsibility for job training falls to the department, with specific activities conducted by the immediate supervisor or his designate. As with orientation, no written guidelines are provided.

An employee must be informed of his job duties. The written job description is one means of accomplishing this; within the library system these may or may not be available. In some areas, job descriptions are prepared for each position; in other areas there are none. In addition, this Task Force found a lack of understanding of the purpose of the written job description. — How specific should job descriptions be? Should job descriptions be reviewed and revised on a regular basis? Should job descriptions be used in evaluation?

Actual job training generally consists of the supervisor or his

designate leading the new employee through the various job tasks, then having the employee work through the tasks himself. In addition, as mentioned in the description of orientation, the training may include explanation of relationships of the employee's work to the activities of the department, explanation of how the department relates to various other areas, and finally how all these relationships support the library system in meeting its role and expected services. In practice this rarely happens.

Normally, the supervisor-trainer has no established guidelines detailing what is to be covered in the training. No schedule of learning objectices and activities is set up. Documentation in the form of procedural memos and manuals may exist, but, where available, these materials are often inappropriate as teaching aids and/or they are out-of-date. Formal evaluation in the form of both immediate feedback and long term follow-up is not done. There is a general feeling, however, that training is adequate because *"the job gets done"* and statistics are high.

The Undergraduate Library is developing a job training system, and has begun by using its Circulation Services as a prototype. A job training plan is developed for each position and discussed with the incumbent. Specific training activities are carried out under the direction of the department head. The training is formally evaluated by the trainee, the supervisor, and the department head.

Other training opportunities do exist, including the above mentioned formal courses provided by the UMCP Personnel Office. Although these courses are meant to be taken on release time from regular work hours, some library system personnel have received release time while others have not. Another course, dealing with supervisory skills, has been developed by the Associate Director of the library system. Awareness of and parriticpation in these courses is not widespread among system employees.

Supervisory training is very limited, and skills must generally be developed on the job. Most often training is sporadic and consists of informal verbal guidance from a higher level supervisor or through discussion with colleagues, most of which occurs after the employee becomes a supervisor. The library supervisory skills course is not offered regularly, and, when available, serves only a small number of supervisors. The UMCP Employee Development Office now offers courses in both supervision and management, but few library system employees have been encouraged to participate in them. One department has initiated several training activities in problem-oriented supervisory techniques.

While this Task Force found that the supervisory training is not comprehensive, even less training in managerial skills (such as determination of needs, establishment of objectives, planning, budget and report preparation) is available. Despite the strong tendancy to promote from within, no supervisory or managerial training is available to prepare individuals for these positions.

C. Career Development

UMCP does not have a comprehensive career development program for all categories of its faculty and staff. There is no career development program in the library system. In some instances, individual supervisors or department heads may take on this responsibility.

No patterns for career guidance exist; in general, if guidance is given, it is in the form of personal advice or encouragement. In interviews, some people indicated that particular superiors had taken an interest in their careers and had encouraged them to move ahead. All open positions are posted; the rules for application are described in Administrative Memo No. 45. Although some supervisors or department heads make a special effort to point out promotional possibilities available to their staff, it has usually been left to the individual to seek out the guidance that he feels he needs. There is a strong sentiment that career development guidance is more pertinent for librarians.

Some supervisors indicated that by adjusting and varying job assignments within a department they provide opportunities for growth or supervisory experience. Opportunities for job rotation within or among departments and, in general, for learning experiences outside one's particular job assignment are limited. One planned and documented experiment in job rotation was done in the Undergraduate Library with two classified employees, who learned and performed each others duties. Another experiment has been tried in the McKeldin Library, using Technical Services librarians to provide assistance to users of the public catalog. On balance, flexibility in job assignment in order to allow for growth is more available to associate staff. In some departments, however, there are opportunities for classified staff to obtain supervisory experience. Several non-supervisory personnel expressed a desire to gain experience outside their own immediate duties; administrative personnel responded that this might be desirable, but that there were administrative constraints operating against it.

Career assistance in the form of tuition benefits is available to all full-time staff; however, a more permissive policy of time scheduling prevails for associate staff and higher level classified staff employees, since they are allowed compensatory time and can accumulate it. This makes it easier for these staff to take advantage of these benefits.

It has been noted that committee work can help develop the individual. In order to function well on a committee, a person must have certain communication skills. Interviewees expressed the need for training in communication skills and group dynamics.

Currently, library system administrative committees are generally staffed by people already relatively high in the chain of command, thus limiting the availability of such opportunities to others. Library Assembly committees have members from all of the associate staff ranks, but the chairpersons have usually been from the top two ranks. Staff Alliance committees are staffed and chaired by employees from all levels in the library system.

As noted above, while all staff may attend conferences, workshops, etc., on administrative leave when necessary, in practice the majority of those attending such events are associate staff, however, even for them there is very little money available to defray the cost of attendance. The money available is used, for the most part, to send those in the higher administrative positions.

There is a feeling that promotions and transfers come by chance, because job mobility is tied to a vacancy or the creation of a new position. An individual cannot be sure that anything he has done will enhance his mobility, regardless of his personal initiative or aspirations. Staff members are usually neither encouraged nor discouraged from applying for other jobs or from acquiring skills that would make them more mobile. In short, if an individual is highly motivated, no one is likely purposely to deter him in the pursuit of his career.

This Task Force has identified several incentives which provide motivation for continued growth and development. Promotion, while conceived to be an incentive, is so uncertain that it cannot be considered a realistic possibility. Many administrators indicated that they had employees who deserved promotion but whom they could not promote because there were no positions open. For associate staff there is the possibility of a larger increment. Some department heads viewed this as a real possibility; others did not. The largest salary advancement opportunities are available for advancement to supervisory or administrative positions; this is true for both the associate and the classified staff. Opportunities for those already in supervisory positions, however, are also limited. Associate staff salaries may grow beyond the designated limit of the scale; however, this does not make the salary opportunity comparable with that of an administrative position of a higher rank. The Conditions of Employment Committee of the Library Assembly is currently developing a proposal for the Assembly regarding promotion within position for associate staff. Department heads may recognize individual growth in the annual evaluation of their associate staff. The restrictions of the classified staff evaluation form do not allow as much flexibility in this respect; verbal recognition is used by many supervisors. Many people, both supervisors and non-supervisors, indicated that staff members are usually told when they are doing a good job. People who learn to do new work or who take on new responsibilities are often rewarded with more work or more varied work. More interesting work is seen by most people as another incentive.

There is no pattern to the keeping of information about career development activities in personnel files; in general it isn't done. Some departments do keep a record of courses taken and conferences attended in the files of their associate staff. In these departments some supervisors have recently started using this information in performance evaluation.

II. ANALYSIS

Basic principles around which a staff development program should be organized and a description of staff development activities currently

operating in the UMCP library system have been stated. It is evident that many activities and attitudes which contribute to the staff's development already exist in the current environment. They make up much of what is basic to any staff development program, and though they must be examined in light of a conceptual framework which takes into consideration the needs, goals and objectives of the library, they should be considered strengths in the present situation. A list of identified strengths follows:

1. orientation, job training, and career development efforts are in existence

2. official policies of tuition remission and administrative leave for library system related conferences, workshops and meetings exist which chould be utilized in a staff development program

3. the characteristics of the staff, namely their level of education, potential for growth, and expressed desire for self-improvement, make them receptive to a staff development program

4. The University climate promotes the opportunity for continual learning and improvement and, indeed, fosters the desire for learning and improvement in many individuals

5. staff associations, both formal and informal (such as Staff Alliance, Library Assembly and the Newer Librarians), have provided means of communication and exchange of ideas, and have taken an active interest in the formulation of staff development activities.

A realistic staff development program must also recognize that there are real limitations within which it must operate. These limitations cannot be properly described as weaknesses in the existing structure, because they are simply part of the real world in which the organization must function. In a sense, these constraints represent the greatest challenge to an innovative and creative staff development program, because they cannot be overcome simply by changes in philosophy or procedures at the organizational level. A list of identified constraints follows:

1. there is in any organization an inherent resistance to change

2. the library system's budget is subject to the uncertainties inherent in receiving funding from a political entity. This is more pronounced in these times of changing emphasis in attitude toward higher education. In looking to the future, this may result in more limited allocations

3. the limitations created by the existing personnel structure include salary restrictions, rigid position qualifications and lack of promotional opportunities. This, in combination

with the current job market, results in hiring of employees who are over-qualified for their positions and who often become dissatisfied

4. we have expressed that staff development is the responsibility of the organization and the individual; however, the ability of individuals to take advantage of staff development opportunities is often limited due to specific job or home situations

5. the entire burden of responsibility for library system's staff development cannot be borne by an individual institution. There are no generally accepted guidelines* or formulæ for academic libraries in the area of staff development, and few established "model" programs. Although efforts in this area exist within the professional library associations, there is a need for more coordination, cooperation, and profession-wide recognition of the purposes and benefits of staff development.

Just as the current environment enjoys many strengths in both activities and attitudes which contribute to staff growth, and which could provide the core of an effective staff development program so, too, it suffers from a number of weaknesses which, until now, have restricted optimum staff development. A list of identified weaknesses follows:

1. staff development is not fully recognized or supported as a valuable tool for the achievement of library system's objectives, and it is not a top management commitment. The necessary time and resources to develop a staff development program have not been allocated. When it is realized that almost sixty per cent of the library system's current budget is allotted to wages and salaries, the lack of a staff development program is a particularly significant weakness which this Task Force feels prevents maximum utilization of both funds and personnel

2. no systematic attempt is made to determine the human resource needs and the corresponding training needs of the library system. A comprehensive staff development program must be based upon identified current and future needs which relate to the goals and objectives of the organization

3. no one is clearly responsible for determination of staff

* Following submission of this report, this Task Force learned of a recent publication entitled Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria, by Barbara Conroy. It is recommended that these guidelines be studied in depth by all concerned with staff development.

development philosophy or for execution of staff development activities. Initiative for and execution of staff development activities is diffuse and uneven. The lack of coordination and continuity weakens the ultimate effect of the activities

4. existing staff development activities are not formalized on a system-wide basis. Objectives usually are not stated, written guidelines are not prepared, techniques are not specified, timing and sequencing are not planned, and evaluation is not routinely performed

5. availability and quality of staff development opportunities and activities is inconsistent. There are few staff development activities for student assistants, opportunities for part time employees are limited, and staff development activities are not comparable between associate and classified staff and from department to department

6. incentives for participation in staff development activities are weak. Opportunities for growth and development within a particular job are often restricted. Promotion takes into account relevant individual ability, performance, and growth, but is dependant upon a vacant position; these openings are limited. It is unclear how merit increments are allotted. Recognition for growth in non-administrative skills is limited

7. encouragement to participate in staff development activities which do exist varies from department to department and from job level to level

8. people responsible for staff development activities are not given training to enable them to adequately carry out their responsibilities

9. training is generally limited to on-the-job training; for supervisors and managers, however, there is little on-the-job or other training. Few situations exist where training is accomplished prior to job assignment. Individuals are forced to perform jobs while they are still learning. This is a particularly critical situation for public service and supervisory positions

10. opportunities to vary or broaden job assignment are limited. Where promotional opportunities are limited, alternative opportunities, such as job rotation or lateral movement, through which individuals can find equal or greater job satisfaction and personal interest, have not been developed sufficiently within the system

11. little systematic attempt has been made to identify and utilize Campus resources potentially useful to the library system's staff development needs

12. little attempt has been made to identify and utilize opportunities and information made available by library professional and technical associations, library schools, and other fields potentially useful to the library system's staff development needs. This is crucial in an organization which has a tendency to promote from within

13. follow-through on the ideas and recommendations set forth in the library system's EEEO Report, such as the systematic identification and elimination of "dead end" jobs, has been minimal

14. planned career development for employees on a system-wide basis is non-existent. To fully utilize the library system's human resources and encourage individual growth, there must be planning and opportunities for development beyond the immediate job.

Current Staff Development Practices

The University

The University has a Personnel Office through which existing orientation and staff development programs are sponsored. Librarians have no contact with Personnel except an orientation session in which staff benefits are outlined. Applicants for support staff positions are referred to the Library by Personnel.

Orientation for support staff is handled by the University along with other main campus employees. It offers extensive coverage of University history, policies and procedures, general information and staff benefits. For most of the items discussed, only oral details are provided; written details are available about the credit union, Spindletop membership, staff identification cards and insurance plans.

Employees are encouraged to question their supervisors early in their probationary period if they are not sure whether their work is satisfactory. Otherwise, these orientation sessions are not designed to cover specific jobs: this task is left to individual campus units.

The University of Kentucky Personnel Office imposes few constraints upon the staff development program of the Library system. Federal laws serve as guidelines for such major policies as overtime pay. Where widespread confusion or discrepancy exists, Personnel provides regulations to assure clarity and consistency among campus units; these regulations govern such considerations as employee tardiness and time allowed for taking formal course work. Thus a great deal of flexibility is allowed within units. If units do not follow federal guidelines or Personnel regulations, the appropriate dean or director is advised and the problem is resolved within the unit.

Exit interviews are encouraged,though not required, by Personnel. A primary reason for this confidential interview is to determine the reasons for termination. There is no regular means for feedback to campus units; however, if tendencies are recognized or if serious problems occur, the dean or director is notified and the situation is resolved internally if possible.

The Library

The Library has no formally organized staff development program. Seeing that staff members are trained for the job at hand and that they have a fair understanding of total library operations is the responsibility of the department to which they are assigned. Job training programs are inconsistent throughout the Library: some are extensive, some

nonexistent. Training is usually on-the-job from the supervisor or a fellow staff member. In a few instances staff members have received training from the person vacating the position. Department heads and first-line supervisors receive no supervisory training for their positions although they may participate in workshops and institutes sponsored outside the Library. Such participation is the exception rather than the rule, and it is done at the initiative of the individual; likewise, nonsupervisory personnel receive little encouragement to take advantage of such opportunities, and do so usually as a result of their own initiative.

University orientation is left to the Personnel Department. The Library has no orientation program for new staff; the responsibility lies with the individual operating units. Orientation, if it occurs, usually consists of a guided tour and brief introductions in Library departments; there is no follow-up on this procedure, except as it occurs in daily work.

Personal needs and goals are communicated to the administration directly through informal conversation, through middle managers or first-line supervisors, and through the evaluation review forms.

Continuing education programs are sponsored or encouraged by the Library in various ways. Occasionally management films are shown to the staff; as a rule, there is no co-ordinated

discussion of their content. Although some films are selected from an Association of Research Libraries film series, most of the films shown have not been library-related. The staff usually is given notice of only a day or a few hours when such films are shown because the Director's Office ordinarily does not know when the films will be received.

Opportunities for staff development are publicized through the library newsletter, and notices are posted in the staff lounge and in various library departments. Some opportunities are: formal University of Kentucky courses; University of Kentucky training programs; library-sponsored films and staff programs; fall staff meetings; and sabbaticals and meetings for librarians.

The staff development effort is also furthered by budget allocations, although staff development is not a budget item per se. Travel fees, institute and workshop registration fees, speaker honoraria and fall staff meetings are viewed as supporting staff development. The Assistant Director for Administrative Services, who has formal responsibility for personnel affairs, herself acknowledges that her time is too diffused for her position to be counted as formal organizational support of a staff development program. University of Kentucky policies apply few constraints upon the library staff development program; the Library has extensive flexibility and autonomy within its allocated resources.

Steps have been taken in the past two years to improve

working conditions and morale, notably by instituting the library technician series, by providing more flexible work hours, and by encouraging participatory management through such means as the Library faculty, committee participation, and an open door policy in the Director's Office.

Philosophy of the Administration

The Library administration acknowledges the importance of staff development. Staff development is considered a joint responsibility of the organization and the individual. The Director believes that the major portion of this responsibility lies with the organization, but the Associate Director and Assistant Directors place more emphasis on initiative, although they feel that the organization should support and encourage the individual.

The feeling of the administration is that personal needs and goals are reconciled with Library-wide goals and objectives only insofar as seeing that a staff member is performing the primary assignment well. A major problem, however, is that personal needs and goals often go unexpressed. Those who do something regarding their goals, beyond communicating them, are more likely to be rewarded through promotion.

There is no general practice of motivating staff members with potential but little motivation; some individual cases have been identified and given attention. Attempts have included stretching travel money and liberally interpeting University policy toward taking classes.

Librarians are seen as bearing more individual responsibility for their own development than support staff. Three members of the administration cited a need for a more precise definition of professional goals and objectives -- for broadening the librarians' sense of professional interest and responsibility. Examples cited include: becoming involved with interests and activities not necessarily specific to their jobs; being willing to spend whatever time is necessary on work and research, rather than viewing their obligation merely as an 8-to-5 day; and regularly reading professional literature.

Staff development needs specific to the support staff include: Library orientation, training for primary assignments, and an effective communication system. Support staff are not formally encouraged to gain professional rank; informal encouragement comes from being given time off to attend classes. The Library has a policy of not hiring a person with an MLS for a Library Technician position, primarily to encourage the Library Technician program and to avoid having over-qualified persons develop low morale and job dissatisfaction. However, earning a degree will not terminate a person in a Library Technician position. The Library cannot guarantee a professional position will be available, but persons can apply as jobs are available within the system. In certain cases, jobs have been reclassified from non-professional to professional. An individual's

qualifications, however, must be separated from job requirements in considering reclassification.

All four persons in the Director's Office cited two high-priority staff development concerns: the lack of total library awareness and understanding by staff members, and the need for making staff development and personnel matters the full-time concern of one person. Other major shortcomings noted were in the following areas: effective training for supervision; orientation; training of staff for their primary duties; keeping abreast of library innovations and new technology; communicating effectively; and preparing for and conducting library meetings more efficiently.

The administration realizes that opportunities for staff development have not been clearly explained to the staff, and that publicity through the library newsletter and postings are not always adequate. Available opportunities are not fully utilized; evaluation of applicability and effectiveness of such opportunities is sketchy. Responsibility for orientation and training rests with the individual departments, and programs are not compared or monitored; thus training is inconsistent and difficult to evaluate. Departmental programs range from intense training to none.

Manpower planning receives attention and discussion in the administrative committee and the administrative council. Retirements are anticipated, and some experimentation has been made with part-time staff. New positions have been

discussed, but most plans are being tabled until MRAP is completed. With BATAB and SOLINET, it was difficult to make specific projections due to the uncertainty of their impacts on the Library. Some informal planning and guesswork is done; a few positions have not been filled when vacated, and technical services has been reorganized. Flexibility is stressed when new staff are hired, so that if changes are necessary at least partial preparation has been made. Departmental statistics provide documentation for much of this planning. The administration is responsible for the majority of the manpower planning efforts at present, but there is an increasing amount being done by middle mangement.

The administration contends that middle management is a vital element in the staff development effort -- that they are the major communication link between the administration and the rest of the Library staff; that they should know the personal goals of their staff members and communicate them, if necessary, to the Director's Office; and that because of their proximity they have more impact than anyone on the morale of the staff. The administration concedes, however, that staff development has never actually been emphasized to middle management, nor have they received any guidelines in implementing staff development programs.

While the Library staff is small enough to informally assess skills, some formal assessments are made, in performance

reviews; in the files of individual staff members; in an alphabetical file of staff containing application forms; and in a subject list of language proficiencies and degrees. Copies of all such information are in the Director's Office. The Director expressed some concern that staff members may not realize the importance of maintaining up-to-date files; he regularly examines personnel files, particularly when experience and expertise are required for a specific position.

On a good-fair-poor scale, the consensus of the Director and his staff is that the morale of the Library staff is fair to good. All of the administrators recognize that morale fluctuates in reaction to varying events and trends.

Perceptions of the Staff

Staff development was given high priority by the Library staff on the fall MRAP survey. Of twenty-three questions concerning staff development, sixteen were rated "very important" by a majority of staff members, and seven were rated "important."

Most staff members interviewed stated that the individual should be and is responsible for communicating personal needs and goals, and that the administration should be responsible for setting up staff development guidelines for middle managers to follow and seeing that encouragement is given to those individuals who express an interest in self-development.

In this area of staff development the middle manager is seen to play a vital role because he or she is usually the only link between an individual and the administration. Almost all staff interviewed stated that the middle manager should have the responsibility of communicating up and down the line of authority, and that middle managers, in turn, need to be aware of administrative policies so that they will be able to inform the staff and encourage staff development efforts in their own areas.

When personal needs and library objectives conflict, the institution should be, and usually is, considered first. The staff felt that in a large system, such as ours, it is impossible to emphasize the individual.

The individual's needs and goals are communicated primarily through the middle manager. This often proves ineffective because communication tends to deteriorate as it goes up and down the line of authority. Most staff members interviewed feel that the weakest link occurs at the middle management level. Not all staff are aware that they may communicate directly with the administration about an interest or goal.

Staff members cited some disadvantages of the performance evaluation review form, another current method for expressing personal needs and goals. Some of the staff interviewed feel that the evaluations are not always monitored by supervisory or administrative personnel and that their only use is as a basis for salary merit assignments. Misunderstandings sometimes occur between a supervisor and an employee; ideally,

these job-related misunderstandings should be discussed as they occur and the evaluation should be used only as a written statement of ongoing events during the year. However, many times the employee and supervisor do not communicate well and all the problems that have occurred during the year surface through the evaluation form. It is then too late to correct this long-developing situation. This was one of the main concerns of the staff interviewed. They felt a need to know where they stand within the Library system and to be able to judge their worth as a working member of the system. This lack of knowledge and the feeling that evaluations are of limited value contribute to lower morale among staff members and middle managers.

Data gathered indicates that all Library employees would benefit from a Library-related orientation which would assist in familiarizing the staff with the functions of the various departments and the general Library system. According to the fall 1974 MRAP survey, over 70% of the staff responding felt that some form of orientation was very important. The general consensus was that a good orientation program would go a long way toward satisfying the often-expressed need of knowing how one's job fits in with the total Library effort and would also help solve the lack of understanding and cooperation that presently exists among some departments and branches within the Library system.

Understanding and cooperation is also sometimes lacking between librarians and support staff. On the fall MRAP

survey, 72.3% of the respondents considered relations between these two groups a "very important" concern of the Library. Approximately 50% of those persons interviewed mentioned it as a staff development need of support staff, citing specifically: a need for self-esteem, especially when a job doesn't require a degree; and a need for motivation, through recognition for doing the same work as librarians but not receiving comparable pay and benefits. Librarians, too, are aware of such overlapping of duties; on the fall MRAP survey, 91% of the librarians responding "agreed" or strongly agreed" with the statement, "Education and training of librarians should be used to a fuller extent; librarians have too many clerical responsibilities."

Some support staff members interviewed advanced reasons for the distance between support staff and librarians; possible causes cited were: 1) faulty communication; 2) that "the professional staff is made more aware of what is available to them than the support staff;" and 3) that the librarians are not doing their share of the work, and should leave less work to the support staff.

A need was also voiced for a more uniform and effective method of training all employees. Many times the new employee must rely on very little formal on-the-job training because circumstances within the department at the time of the new employee's arrival make it impossible to receive much personal attention from anyone. The staff member who has been in the Library for a length of time also suffers from

this lack of training. It is sometimes mistakenly assumed that staff members already in the Library system and transferring to another area within the Library need no training. Training, especially on the middle management level, was a major concern cited in all of the interviews conducted by the Staff Development Task Force and was also one of the major needs cited in the fall MRAP survey. Staff members on all levels feel frustrated because they are not able to function as effectively or independently in their jobs as they feel they should. This was attributed in every case to a lack of training. This is one of the main reasons many staff members feel that their jobs are not important or that they are not contributing anything worthwhile to the total Library effort; the predictable result is poor personal morale.

Among middle managers and first-line supervisors, this lack of training and resulting low morale is felt most strongly. Some of them feel bound by their lack of knowledge and frustrated both personally and professionally. They feel that they are not kept informed on a regular basis and that they are sometimes by-passed, with the result that they are are not aware of recent happenings which may concern their areas.

Most of the staff are aware of the University-sponsored practical training courses and the supervisory and executive management courses. These are considered valuable for

gaining additional expertise or special experience. Unfortunately these courses are not always pursued by interested staff because of a lack of encouragement by the supervisor or department head. In many cases the staff member does not know that he has the responsibility of making his supervisor aware of his interests.

Management films provide another example of additional expertise or special experience that is made avilable to the staff. However, these are not well attended. The films could be made more effective as a learning experience, in the opinion of many staff members, if they were more Library-related and if a coordinated discussion were held following the film. Even though the above conditions exist, the staff seem to enjoy the films and some supervisors are making use of various managerial lessons that the films impart.

The Library administration encourages the staff to participate in degree-oriented programs by providing time during the work day to attend class. Despite a statement of this policy in the Library newsletter of November 9, 1973, new staff members are told about this policy only on an informal basis; thus some staff members are not aware of the free class time available to them. Also, it is not generally known if this policy carries over into fields other than Library Science. Some believe that by earning an advanced degree in Library Science an individual might work himself or herself out of a currently-held non-professional position.

There are few formally assigned staff development resources because of the informal nature of the program within the Library. The most widely used resources are 1) the travel budget which enables the staff to attend Library-related activities such as conferences and meetings, 2) release time for attending classes, 3) the Library newsletter, which keeps the staff informed of the various activities going on within the Library system, and 4) the evaluation review form. Information from the evaluation concerning an employee's strengths and weaknesses may also be of great assistance in the manpower planning area, but only if the information is communicated to those concerned. Staff members interviewed expressed a need for referring to evaluation forms when positions requiring some specific interests or experience on the part of the employee are to be filled. At present, many of those interviewed have little knowledge of how extensively the evaluation review forms are utilized in manpower planning; this is one reason for staff not knowing how seriously to take the forms.

The staff is unaware that much manpower planning occurs within the Library. It is felt that most planning is done on the administrative level with limited assistance from middle management.

Within the Main library, all of the staff interviewed feel that the morale in their specific area is higher than in other areas. The branch library staff feel that branch staff

morale is higher than morale in the King Library. As one staff member put it, branch staff "have better esprit de corps than those in the King Library." Personal morale is difficult to gauge and is directly affected by recent happenings within the Library. There are some persistent problems which affect individual morale as discussed earlier in this report. One problem which was expressed all through the fall MRAP survey and this Task Force's interviews is lack of communication. The staff feel that they are not always made aware of Library policies or other needed information and must rely on information that is sometimes inaccurate or incomplete. This can be especially harmful to morale in the area of job mobility. Some staff members expressed bitterness and resentment because they feel that some decisions about persons hired or advanced are made before the position in question is advertised, and that such advertisement is a mere technicality.

All of the facets of staff development mentioned in this report of staff perceptions have a direct bearing on the morale of the individual, and thus of the Library staff as a whole. On a good-fair-poor scale, morale in the Library system is generally perceived as fair, on the basis of interviews with the staff. Almost every person interviewed cited an improvement during the past two years. This improvement is largely attributed to flexible working hours, the library technician series, steps toward participatory management, and

the knowledge by some of the staff that they are able to go to the administration to express personal interests.

Observations and Implications

As in any investigation, the positive aspects are taken for granted in many cases and emphasis is placed upon negative forces. Moreover, not all comments, assessments and observations represent direct experiences; indeed, our study has supported the belief ". . . that a person need not himself be the victim of institutional policy and administration, but that empathy with other victims also causes dissatisfaction."[1]

Part of the reason for inconsistent staff development efforts is that first-line supervisors and middle managers have not been trained in staff development activities, nor has the importance of such activities even been emphasized. Despite the middle managers' lack of training, both the administration and the rest of the Library staff view them as a vital element in communication. This Task Force concurs with the Library staff's assessment that middle management is a weak link in the communication process. Although they do not always share available information with their staff, they are not entirely at fault.

Through its interviews, this Task Force learned that some policies and opinions expressed in the Director's Office are not generally understood among the staff, even among

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[1]Kenneth H. Plate and Elizabeth W. Stone, "Factors Affecting Librarians' Job Satisfaction: a Report of two Studies," The Library Quarterly 44 (April 1974): 108.

middle managers. As noted in a conference on personnel utilization in libraries, it should be a responsibility of middle managers to pass on enough of top management's thinking so that the supervisory and nonsupervisory personnel under them will see their jobs as a significant part of the whole effort.[2]

Neither effective sharing of information nor a general library orientation is in itself sufficient to grant a Library staff member understanding of his or her place in the total picture; moreover, even a combination of these two elements cannot be totally satisfactory, unless middle managers, first-line supervisors and top management understand, and are loyal to, the Library system as a whole. The frame of reference of middle managers and first-line supervisors in particular must be system-wide rather than confined to the unit or department.

Just as important as relations among units is the relationship between support staff and librarians. Contentions from support staff that they should be recognized for doing the same work as librarians, and from librarians that they are performing too many clerical duties, imply a certain lack of job satisfaction. However, as Herzberg points out, ". . . the factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job

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[2]Ruth H. Rockwood, ed., Personnel Utilization in Libraries: Selected Papers (Tallahassee, Florida: Florida State University, School of Library Science, 1970), p. 80.

dissatisfaction."[3] Achievement, recognition, responsibility, the work itself, advancement and growth are what he terms "motivators" -- factors which contribute to job satisfaction.[4]

The utilization of any employee's education and training depends, to a certain degree, upon that employee's own expectations and professional commitment. Furthermore, the term "clerical" may assume different meanings when used by librarians than when used by support staff. Certainly clerical functions are more visible than those related to administrative duties or to professional development. Overlapping of responsibilities is inevitable in a library; however, the primary implication of the contrasting statements of librarians and support staff is that personnel in the Library system could be more efficiently utilized.

One method might be training the staff member for his or her primary assignment. Staff interviewed by the Task Force stated clearly the consequences they have felt and observed as a result of lack of training, or inadequate training. Again emphasis was placed upon top management, the middle manager and the first-line supervisor: ". . . the supervisor's prime job is to see that his people are trained. If he has anyone under him who can't do the job because they haven't

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[3]Frederick Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review 46 (January-February 1968): 56.

[4]Ibid., p. 57.

been trained, then the supervisor has fallen down on the job as far as that person is concerned. Unless his people are properly trained, the supervisor has no real justification for appraising them, or for finding fault with their work."[5]

In the area of management -- training of first-line supervisors, middle managers and top management -- responsibility once more rests one step up. Increasing an employee's responsibility by adding problem-solving, goal-setting and decision-making to his or her job description will not automatically enrich his or her job; ". . . if you don't give the necessary management skills to carry out his goal-setting and decision-making responsibilities, you have added a strong element of frustration to his job."[6]

Certain ironic situations are observed by the Task Force when data collected are analyzed. The first such situation concerns the complaint voiced by some staff members that opportunity for advancement in their own areas is rare -- that they must usually move to another unit to advance in rank. The truth of this contention cannot be disputed, nor can such loyalty to one's unit be criticized; however, it somewhat contradicts the ubiquitous concern that each staff member should know more about the total organization and operation of the Library system. In any large

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[5]Martin M. Broadwell, The New Supervisor (Reading, Mass.: Addison-Wesley, 1972), p. 90

[6]Benjamin P. Tregoe, Jr., "Job Enrichment: How to Avoid the Pitfalls," Personnel Journal 53 (June 1974): 446.

organization, transfer is frequently necessary for advancement. Certainly this provision for mobility in the Library Technician series encourages a more thoroughly diffused knowledge of the total library system, a recognized staff development need.

A second irony which bears mention is related to the changes in management style represented by the present administration, who have been in office approximately two years. On the fall 1974 MRAP survey, a frequent comment was that people were unable to perform their primary assignments because of an overabundance of meetings. Yet committee participation, which demands frequent meetings, is a strong point of participatory management; moreover, a greater chance to participate and openness of atmosphere were cited by most staff members as significant improvements introduced by the present administration. The complaint should center, perhaps, not on the frequency and number of meetings, but on the better preparation for and conduct of library meetings, as the Director has suggested.

Statements regarding morale in the Library system encourage several assumptions. A pattern of assertions that "the morale in my area is better than in others" implies a certain degree of parochialism. Such indirect denigration of other units works completely against system-wide understanding and cooperation, advocated by so many persons in interviews and in the fall 1974 survey. Morale obviously cannot be the

same in all areas; it is evident from interviews conducted by the Task Force and from the OMS profile that morale is higher in the branches than at King, and higher in MIK technical services than in public services. Implications of the disparity between public and technical services are difficult to assess; it is perhaps significant, however, that the branches are granted more autonomy than MIK departments. Several factors may account for this, among which are physical separation; latitude to set varying hours and policies; smaller size than MIK; and staff members who perform a variety of duties.

Essentially, little confusion exists regarding easily observed practices relating to staff development. Policies, opinions and general understandings expressed by top Library administrators have not been widely shared among the Library staff, however. The Director stated in an interview with the Task Force on Staff Development that the existing communication system is not entirely satisfactory; certainly effective communication is difficult to achieve in any organization, particularly a large one. Numerous statements from staff members that communication has become more satisfactory within the past two years point up strong contributions of the present administration. More individual independence and responsibility are called for under this Director. Those who possess relatively less initiative, and so have not learned of the Director's Office philosophy, are very likely to see

those who are more informed as "playing the game" of library politics. Thus it happens that this philosophy is translated inadvertently into favoritism by those who only assume, and do not actively seek, answers to uncertainties.

Another administrative practice not generally known among staff members concerns their personnel files. In interviews, some staff members have advocated better use of evaluation forms and personnel information in filling vacant positions. The Director has told the Task Force that he goes through these files at such times. Unaware of the importance of their files and of the evaluation forms, many staff members fail to update their files and approach evaluation forms with widely varying degrees of seriousness.

Finally staff members are not aware that the Director has a good overall knowlege of library sentiment and concerns, and that he sees some administrative shortcomings quite clearly. He has stated that staff development opportunities have not been clearly explained to the staff, and that methods currently used to publicize staff development opportunities are not entirely satisfactory.

CHAPTER SEVEN: THE LIBRARIES' PROGRAM FOR STAFF DEVELOPMENT

INTRODUCTION

For the purpose of this study, the Task Force on Staff Development defined their topic as the processes used to guide and encourage staff members to develop their skills and capabilities on a continuing basis in order to mutually benefit the individual and the organization. To effectively study this important subject, the Task Force reviewed pertinent books and documents on the philosophy of staff development, designed and distributed a questionnaire (see Appendix 7.0) to a random sampling of the Pennsylvania State University Libraries staff, and conducted interviews with key administrators, department heads, and selected staff members.

The following elements were considered in evaluating current practices:

1. Orientation
2. On-the-job training
3. In-service training
4. Conferences, workshops, etc. sponsored by the University and other institutions
5. Academic course work
6. Promotional opportunities
7. Sabbaticals and leaves with or without pay
8. Permanent and/or temporary transfers to other areas in the Libraries
9. Performance evaluation

Responsibility for staff development ideally lies both with top management and with the staff. Management should be responsible for providing opportunities for development as well as creating an "atmosphere" in which self-enrichment and development of individual potential can thrive. Individual staff members should recognize the need for continual self-improvement and pursue that goal by self-study and participation in organized workshops, conferences, and related course work.

CURRENT PRACTICES

The MRAP Manual suggests that "To be successful, the staff development program must have the support of the top library administration, be compatible with organizational goals, and be clearly defined as an integral part of the library program."[1] In addition, it states, "Regardless of the nature of formal organizational support, every professional librarian has a responsibility to develop his own capabilities. Supervisors have the additional responsibility of developing the capabilities of the staff whom they supervise."[2]

At present, a large number of staff perceive that the Libraries system is lacking in the performance of its proper functions because staff development is not defined as an integral part of its program. The Libraries administration supports individual development only in that it provides an atmosphere conducive to such development. Individual development must relate to the goals of the organization but the administration does not exert much effort in that direction.

The Staff Development Task Force found that no overall coordination of staff development activities presently exists. Several factors may have contributed to this lack of coordination. There has been no concerted effort

to assess needs, and the administration appears to be committed to the ad hoc manner of providing staff development activities. Although the ad hoc method allows for innovation, the initiative needed to channel these ideas through the levels of administration for approval may be a deterrent to staff development, and in some cases, cause duplication of effort. The Task Force's questionnaire revealed that even though a small percent indicated so (7% of those responding at University Park), some staff members (at all levels) were not informed of Libraries in-service programs in units outside their own in time to participate. It appears, then, that at least a few are being deprived of an opportunity to develop themselves due to a lack of coordinated effort on the part of the Libraries.

The responsibility for developing the capabilities of the staff has therefore fallen on the supervisors--primarily the department heads -- and their response is typified by the ad hoc, need-to-know method of operating.

A. Orientation

Library-wide orientation for new employees at University Park is organized and coordinated by the Personnel Office in Pattee. The effort is intended to provide an overview of library operations; but, orientations are presented only when "enough" new employees can be grouped to make the program "worthwhile." Faculty and staff are given a more in-depth orientation than are clericals. At least one department head provides an individually designed orientation for new faculty. In another department, periodic "orientations" are given to keep all staff informed of the changes occurring in the various units within that department. The questionnaire revealed that 63 percent of all responding employees at University Park had received an orientation; only 9 percent did so at the Commonwealth Campus Libraries (but presumably it is not so necessary because of the size of their operations). A need was expressed, however, from CCL staff to know "more about Pattee".

B. On-the-job training

The training of employees to perform the specific duties required of them is solely the responsibility of the department heads. As new employees, 79 percent (33 percent for CCL) of the staff, at all levels, said they received specific training to meet the needs of their present jobs; 79 percent (50 percent CCL) felt it was adequate. Training beyond the initial stage appears to be of the ad hoc, need-to-know type. A few departments have people specifically assigned to be trainers. It is interesting to note that 72 percent (70 percent CCL) of the staff, at all levels, felt they needed some type of either continuous (23 percent University Park, 25 percent CCL) or occasional (77 percent University Park, 75 percent CCL) on-the-job training.

C. In-service training

Libraries-sponsored in-service training programs -- defined as those which go beyond immediate specific job requirements -- have been presented on an ad hoc and/or need-to-know basis. These activities tend to cut across unit and section lines. Questionnaire responses revealed that an overwhelming majority (85 percent University Park, 50 percent CCL, however) of those who participated in such training programs found them to be beneficial to the

performance of their jobs. For the most part, lack of funds and of staff appear to have hindered the development of any on-going in-service training programs. There is no centralized coordination for such activities; department heads do not regularly notify others of those programs sponsored by their respective departments.

There have been no Libraries-sponsored supervisor or management training programs within the last year. There has only been one such program within recent memory. Because of the large amount of administrative responsibilities involved, the administration, for the most part, does not view the idea of collegiate model department "chairmanships" with favor, even as a developmental program.

D. Workshops and conferences

The Personnel Office and the Travel Committee attempt to notify the staff of up-coming events. Personnel does so on an informal basis. When Personnel is notified of library-related conferences or workshops, they post this information in the Library Staff Reading Room or pass the information on to the department heads. It might circulate within departments or it might not. The questionnaire revealed that in the past year 25 percent of all University Park staff participated in workshops or conferences outside the Libraries directly related to their work; 42 percent of CCL staff participated. This participation tended to be concentrated at the faculty level, however.

Each year the Travel Committee compiles a list of major conferences of proven interest to the University Park faculty. In this way the faculty can determine which events they would like to attend and request released time and/or funds from the Committee as necessary. Based on these requests, the Committee makes recommendations for distribution of funds and released time to the Dean of Libraries. The limited amount of funds for this purpose provides only partial support for faculty attendance at conferences and workshops. No provision is made for support staff participation except on a limited, individual basis.

E. Courses

The Libraries "policy" for participation in college level courses is quite liberal. For the most part, participation is limited only by University policy and department staffing requirements (see Appendix 7.1). Rarely is an employee denied the opportunity of taking a college course. In the last fiscal year, 16 percent of the staff participated; the questionnaire shows that 29 percent of University Park staff and 25 percent of CCL staff surveyed have taken at least one course while employed by the Libraries. This is evidence that the staff does take a good deal of initiative in developing itself. Most participation is on a released time basis (see Appendix 7.2).

It is the department heads who grant permission to take courses but they do not have uniform guidelines to follow in determining who may participate. Those enrolled in degree programs seem to have priority, however. Interviews revealed a need for guidelines so that equity can be more assured.

F. Promotional opportunities

Both the results from the questionnaire (53 percent University Park, 27 percent CCL) and the opinions expressed in interviews indicated that most staff members think that the requirements for some positions in the Libraries are unrealistic and unnecessarily restrictive. The complaints centered upon language requirements and a preference for education over experience. Although those most qualified to judge -- the department heads -- prepare the job descriptions, perhaps as positions become vacant each job description should be reviewed. The Personnel Office does attempt to advise department heads when it feels requirements are excessive.

The administration is presently giving thought to the possibility of creating a promotional ladder for library assistants. At present, there are but a few higher level positions available to them in the Libraries: the library associate (largely non-existent), staff exempt positions, and, in rare instances, assistant librarian positions.

G. Sabbaticals and leaves

Sabbaticals and leaves with or without pay are considered a privilege, not a right. Primarily, they are granted to allow a faculty member to do research. The questionnaire revealed that at least one University Park Libraries faculty member has been denied the opportunity of taking a sabbatical. Branch and Commonwealth Campus librarians are at a particular disadvantage because they are mostly "one man operations" and there is no mechanism whereby a qualified person may assume the responsibilities of the position in the absence of the librarians.

H. Transfers and exchanges

The responses to the questionnaire pointed out that the majority of the staff would like a variety of work experiences. The Libraries presently provide this opportunity in rare instances only. 84 percent of University Park staff favored some kind of short-term experience on a temporary basis in different parts of the Libraries; CCL staff, 71 percent.

Although faculty is expected to have an overview of library operations gained through education and self-study, hands-on experience in the day to day operations in various parts of the Libraries could undoubtedly be beneficial to the individual and the organization. Faculty part-time exchanges between the Documents and General Reference sections which are taking place are viewed most favorably by those who have participated and are currently participating. It is felt that this kind of experience would be valuable for support staff as well.

Interviews and the questionnaire show that the expense of training for exchanges and temporary transfers is viewed as prohibitive by department heads. This would be especially true when considering exchanges between units demanding particularly dissimilar expertise -- General Reference and Monographic Cataloging, for example. Length of service and dedication to the job were expressed as being important factors to assess prior to any consideration of a temporary transfer for any individual.

One faculty exchange which occurred recently between our Libraries and another university system was viewed most enthusiastically by the participant

from University Park. The benefit to the Libraries is hard to determine, however.

I. Performance Evaluations

One important aspect of an annual evaluation is that it provides a means for judging individual development and setting goals for future development as well as evaluating past performance and considering promotional opportunities. Its value as a developmental tool cannot be overemphasized.

Each evaluation is in the hands of the immediate supervisor. Little instruction, if any, is given to the supervisor concerning the proper use of this tool. Furthermore, not all employees are evaluated regularly; for example, those clericals who have been employed by the University for a number of years and have reached the "A" category are not presently given annual evaluations; some faculty are not evaluated for several years at a time. It follows then that supervisors cannot fulfill their responsibilities and develop the capabilities of the staff whom they supervise under the above circumstances.

J. Conclusion

Lack of funds, lack of staff, lack of commitment -- one or all of these hindrances as expressed by the top level administration make the likelihood of the establishment of a specific staff development program very doubtful. All agreed, however, that a better trained staff manifests itself in a better operation. Under those circumstances, individual initiative constitutes the most important ingredient of the Libraries' present staff development "program."

STRENGTHS AND WEAKNESSES IN CURRENT PRACTICES

It is generally agreed that, despite budgetary and staff constraints, opportunities for self-development are available to staff members of the Libraries. Those administrators and department heads interviewed felt that if individual staff development benefits the Libraries by improving one's performance on the job, it should be encouraged. Little, however, is done in the way of active encouragement.

Most department heads were of the opinion that the basic training being given in their respective areas is adequate. However, it does not appear that they ever attempt to evaluate the level and quality of training taking place in their departments.

Some exemplary staff development programs have been developed and presented in the Libraries. Examples are the series of reference programs (International Documents, The Reference Process) conducted by and for Public Services and the International Standard Bibliographical Description (ISBD) workshops held in Technical Operations. The lack of coordination and the apparent absence of communication among department heads have resulted in a situation where personnel who could benefit from such programs, regardless of their assigned location in the Libraries, are sometimes neither informed nor given the opportunity to attend.

Department heads, in general, have no apparent objection to their staff members organizing specialized training programs. It appears that the motivation for such programs usually comes from the lower ranks. A tremendous amount of time is frequently expended in setting them up, only to have these programs abandoned because there is no overall policy in existence which allows these types of programs to be carried on in an ongoing fashion. Those joining the staff afterwards cannot benefit from these programs because the people conducting the activities are usually not given the opportunity to further develop, evaluate, refine, or continue the programs.

Many staff members are taking advantage of the varied "benefits" available to them. 40 librarians at University Park received 115.5 days released time and were granted a total of $2,970.50 reimbursement to attend conferences in fiscal year 1974/75 (Appendix 7.1). 49 employees at University Park received a total of 2,185 hours released time and used 495 hours of their own time to attend classes at the University during 1974/75. 73 percent of those taking courses are hoping to receive a degree eventually or are taking them for professional enrichment (Appendix 7.2). 49 percent of University Park staff surveyed took part in library-sponsored workshops within the last twelve months.

On the surface, it appears that training and other staff development activities at the Libraries are adequate to meet the immediate needs of the departments and generally to fulfill the goals of the Libraries. But such a notion is superficial indeed, when one considers that the responses to the questionnaires and interviews indicated perceptions of insufficient training in the areas of supervisory and management skills, LIAS, how to train, how to conduct an interview, and how to conduct and complete an annual evaluation.

The Libraries has in its employ many para-professionals who are very dedicated to the proper functioning of the organization. A lot of them have worked in the Libraries for numerous years and are not potentially transient. However, their opportunities for development are somewhat limited and promotion is virtually impossible. It would even be difficult for them to achieve promotion to other areas of the Libraries.

Top administration feels that responsibility for coordination should rest with top management, i.e., assistant deans, Personnel, department heads. They indicated in the interviews that the assistant deans should directly oversee the type and level of development within and between their divisions. They perceive the initiative and expression of need as emanating from the department head level. Personnel, in their opinion, should serve as coordinator. The department heads, on the other hand, feel that the responsibility lies with themselves, with Personnel providing some coordination. With few exceptions, they see no role or an essentially passive one in staff development for the assistant deans. This specific situation is probably symptomatic of the total Libraries situation; it is perceived that the assistant deans do not assert their inherent authority. As a result, department heads and/or their staffs develop programs on their own in order to meet what they consider to be the needs of the departments.

It is interesting to note that the only organization in the Libraries representative of all levels is the Staff Association. As stated in their constitution, "the purpose of this organization shall be to plan programs

of intellectual and cultural interest, to provide a medium for the expression of staff opinion, to promote staff welfare, to further staff relations through social activities, and to provide an opportunity for administrative members of the staff to make announcements pertaining to the staff ..." The fulfillment of these purposes is limited, in part, by the fact that membership is strictly voluntary. Dues are required in order to fund welfare and service functions. CCL staff are eligible to join, but, at present, they are not actively participating. Surely an organization such as this could be used to better advantage.

CHAPTER IX

STAFF DEVELOPMENT

INTRODUCTION

The purpose of staff development is to develop and maintain a knowledgeable, well-trained and flexible library staff, so that the University Library system can more effectively and efficiently meet the aims of its mission, which is to "...provide appropriate support for the instructional, research and public services of the University of Massachusetts in Amherst." The philosophy of the staff development program is based on the premise that the development of the individual can and will improve his or her job performance and value to the institution in the immediate or near future. The responsibility for staff development is a mutual one between the organization and the individual; it is the responsibility of the institution to provide the opportunity for development, and the responsibility of the individual to take advantage of the opportunities offered. Outside of basic job orientation and immediate training needs, the individual also has the freedom to choose not to take advantage of the opportunities offered through the program.

BACKGROUND

Staff development in the library was not a formally organized program until January, 1973. At that time, the newly appointed Director of Libraries saw the need for such a program and appointed a Staff Development Officer. The Staff Development Officer was not able to devote full time to this position because of duties relating to the new building and a later appointment as Head of the Physical Sciences Library. Presently the position calls for the expenditure of 1/5 of her time on staff development.

The Staff Development Committee was formed later in 1973 to assist the Staff Development Officer by providing input from the staff relative to the Program. Members were appointed from a pool of volunteers from all levels of the library. From its inception, the Committee's role has been an advisory one, first to the Staff Development Officer in the areas of policy, procedure and action, and since January, 1975, advisory to the Director of Libraries, with the Staff Development Officer serving as chairperson. Throughout the first year of its existence, the members of the Committee were confused about the exact nature of their assignment and the commitment of the library administration to staff development programs. Much of their confusion stemmed from the lack of a charge to the committee and a definition of staff development. The problem was further complicated by lack of any clear indication as to who was to act as innovator of the Library's Staff Development programs. This lack of direction has hampered the Committee in its efforts to work out its role.

It has been noted in this report that there is a feeling of individual and departmental isolation among non-supervisory staff in the Library, and the Task Force thinks that supervisors can play a major role in alleviating the situation. To aid supervisors in this, the Task Force recommends the following:

1. A written statement of the goals and objectives of the Library should be provided by top management and made available in a manner which will be meaningful and applicable to individual staff members.

2. The Director should clarify to all supervisors and staff what types of problems and questions should be dealt with through the usual chain of command, what procedures are to be followed when problems or questions involve different departments or divisions, and under what conditions he, the Associate Directors and the unit heads are available for direct consultation, disregarding the chain of command.

3. A regular departmental meeting is recommended to insure that all non-supervisory staff receive general Library information in the same way and with the same frequency. Even if there is no "news" to pass along, the meeting can serve as a forum for the exchange of information and questions arising from announcements. Employees should also be encouraged to submit topics of discussion and to bring up work-related problems.

4. A greater flow of information between departments should be established. This could take the form of the distribution of minutes of weekly departmental meetings to the other departments of the Library. From time to time, department heads should invite members of other departments to the weekly meetings to discuss functions of other departments, changes in departmental routines, etc.

Considering that procedures used in the selection and evaluation of supervisors affect the quality of supervision in the Library, the Task Force also recommends that:

1. The Director instruct the Personnel Policy Committee to study the informal two-track system for the advancement of professionals in their jobs, and to draft a formalized policy and procedure for its application.

2. A group of supervisors and non-supervisory staff be appointed by the Director to review current procedures for the evaluation of supervisors, and to investigate the possible involvement of non-supervisory staff in the selection and evaluation of supervisors.

Leadership and Supervision Task Force:

Marguerite Allen
Charlotte Cummings
Robert DeRusha
Emily Kimmel, Chairperson
Donold Koslow

The staff perceives the Committee in many different ways. From the questionnaires returned to the Task Force, it was apparent that the committee is viewed as one which develops, reviews and monitors staff development programs; publicizes staff development opportunities; advises either the Director, the Staff Development Officer, or both; and acts as a clearinghouse for staff input. The staff views the Committee as more action-oriented than does the administration or the Committee itself.

At the present time, the Committee's relationship with the Director is very clearly spelled out. The Staff Development Officer is the chairperson of the Committee and all communications to the Director go through the Chairperson. The committee's relationship with the staff is not clearly stated.

The Task Force found no sufficiently clear definition of staff development with which to work. Therefore, the Task Force developed its own definition:

> Staff development is a continuous process used to secure improvement in the performance of the individual as a member of the organization by the development of the individual as a person.

A description of some of the opportunities offered library staff follows.

ORIENTATION

Orientation is an attempt to define for new staff members the role and scope of the Library, to describe its history and organization, and to develop an awareness of its resources, facilities and operations.

Orientation has developed in the library since 1969 from a program dealing with conditions of employment and functions to be performed on the job, to a more complex process.

An extensive orientation schedule has been set up for new professional staff, which attempts to expose them to the workings of every department. The time spent in each department varies with the material to be absorbed and the need to "know" its functions. A 6-8 week period has been set aside for professional orientation, giving new staff members a reasonably firm grasp of each unit, and through it, a perception of the Library as a whole.

Orientation for classified staff is handled differently. An organized program was instituted in February, 1972, another in December, 1973 and the current program began in July, 1974. Until the freeze on hiring was imposed in January, 1975, the orientation session was run every two months, giving every newcomer a chance to participate. Rather than having employees work in different departments, as in the professional orientation, department or division heads are invited to discuss the task performed by their units. Orientation consists of one two hour session.

TRAINING

Few assignments can be accomplished without on-the-job training. All supervisors are involved in these processes for new staff members. The amount of time spent by new staff in on-the-job training is determined by the supervisor, and varies widely from one assignment to the other. Although new professional staff members get some on-the-job training, it is assumed that they are well versed in library operations and the use of library tools through their schooling and experience. Training of classified staff is a little more thorough, although guidelines, rules, directions--whatever methods are necessary for the mastery of the task--seem to be somewhat haphazard and vary from department to department. Problems are usually handled by question and answer as they arise.

NEW WORK EXPERIENCE

New work experience, or the exchange of personnel from department to department, division to division, or library to library, can be a way to provide staff with a perception of the library's function as a whole rather than a conglomerate of separate units. Librarians are given other assignments from time to time, usually because of administrative necessity rather than as a work-related stimulus. Although some "loans" are presently taking place, a shift in assigment of classified staff is usually connected with promotion. It is expected that "loaning" of staff from one department to another will increase as library needs due to staff shortages make it necessary.

COMMITTEES

The Task Force perceives committee work as a valuable way for staff members to participate in the administrative workings of the library and to develop interpersonal skills and relationships. Within the library there are presently twelve committees in operation, varying in membership size from as many as twenty-five (Administrative Council) to three (Exhibits). The majority of these committees, due to their nature, are staffed by professionals, with meetings called whenever the need arises. Classified staff members are represented in three committees, with the largest number involved in the Social Committee.

CONFERENCES, WORKSHOPS AND INSTITUTES, MEETINGS

Conferences are usually attended by professionals only, since most of them are under the auspices of professional associations. The topics discussed at these conferences cover a wide spectrum of library activity, ranging from the very specialized to broader areas of library management and professionalsim. Travel funds are allotted as available and according to Library and University policy, to employees wishing to attend various conferences.

Workshops and institutes are conducted by the State, the University and the Library. They run a wide gamut of topics, and are less structured than conferences. These programs are open to professional as well as classified members in the Library who have job related needs. The State Training Program in Office Management is one example of the programs offered.

Meetings are another means by which reports are delivered, ideas exchanged, or instructions passed on. They are usually even more informal than conferences, workshops or institutes. Meetings are usually held in the Library and may be "brown bag" luncheon affairs. One example is the 5-College Library Lecture meetings, scheduled regularly during the academic year, which give professional staff members in the 5-College area libraries a chance to exchange ideas and information.

PROMOTIONAL OPPORTUNITY

Although promotional opportunity may not seem to fall within the sphere of staff development, its connection with many endeavors in which staff are engaged is obvious. While added expertise and knowledge is a desirable goal, promotional opportunity is an incentive toward maximization of one's capabilities and is an important motivational factor in the staff development process.

COURSE WORK

The University provides a fringe benefit, in the form of tuition waivers, for all its fulltime employees. Many of the Library's staff have taken advantage of the opportunity to take up to four credits per semester tuition-free. Courses are taken in many disciplines, some of immediate value to library work. Under current policy, released time is not allowed for courses taken, except in instances where they are directly related to library usefulness, or part of a program to obtain a library science degree. Current policy relative to released time for course work appears to be applied inequitably.

Many staff members also take advantage of the Continuing Education program offered at the University and at many of the other area colleges. These courses are taken in the evenings, and there are no tuition or time benefits provided by the State, the University or the Library. The University of Rhode Island offers courses in Library Science through the University's Division of Continuing Education.

SABBATICALS

Sabbatical leave is a University benefit available only to professional staff and is governed by well-defined University and Library policies. This leave can take the form of scholarly pursuits, study of other library systems, or any other activity which might serve to enhance professional standing or understanding.

STATE PROGRAMS

The State provides a training program in Brighton for its employees. Courses have included such programs as Management Training, Effective Writing, and Human Relations. The University is given a number of slots for the programs. When a program is initiated, the University is given little or no advance notice, and this has caused problems in enabling people to attend. Some of the library staff have been able to take advantage of these opportunities when they arise.

SUMMARY

While the Staff Development program is still in an experimental phase, there are some areas in which it has been developed already into a good, working program. The creation of the position of Staff Development Officer and of the Staff Development Committee indicate an awareness on the part of the administration of the need for such a program, and support for its implementation.

CHAPTER NINE

STAFF DEVELOPMENT

Introduction

The Task Force on Staff Development was charged by the MRAP Study Team as follows:

> ...to describe, analyze and, where appropriate, make recommendations in the following areas:
>
> 1. staff development program of the Library and its relation to University staff development programs and opportunities.
>
> 2. relationship of staff development program at the Eisenhower Library to similar programs at other JHU libraries.
>
> 3. mechanisms for identifying staff development needs of the Library in order to insure optimum staff utilization.
>
> 4. program to improve staff utilization, augment individual skills and foster career development.
>
> 5. relationship of staff development to staff morale.

For the purposes of this study staff development is defined as the processes used to guide and encourage staff members to develop their skills and capabilities on a continuing basis in order to 1) help meet Library staffing requirements and 2) assist the staff member to develop and achieve personal aspirations.

The study has centered primarily on the Eisenhower Library, with only a brief look at the other Hopkins libraries and University-wide programs. The study concentrated on the following aspects of staff development: orientation, specific job training, continuing education, problems of job mobility, and performance appraisal.

Sources

In gathering information the Task Force utilized three kinds of sources: 1) interviews conducted with University and Library staff; 2) a questionnaire on staff development; and 3) some written materials. Interviews were held with the Director of Personnel Services for the University, Director of Personnel at Homewood, directors of other Hopkins libraries, members of the Executive Committee, and some staff members.

A questionnaire on staff development was sent by the Task Force to all 104 Library staff members.[1] Of these, 38 were completed and returned. The questionnaire was designed to obtain information about staff participation in continuing education and about career direction, and to solicit staff opinion about current staff development activities at the Library. In addition, the staff were asked for suggestions for improvement regarding staff development.

Documentary materials investigated by the Task Force include the University's Personnel Policy Manual, the Office of the Budget's Statement on University-paid travel, and some Library policy statements.

Description

Staff Development at the Eisenhower Library

Various opportunities and activities in the Library fall into the category of staff development. At present, however, these activities do not constitute a formalized and cohesive program of staff development. An orientation program of interest to staff in all departments is not currently being offered. A staff association also presently does not exist.

Departmental Programs

The Reader Services Division offers organized in-house training sessions which are often open to all staff and are generally related to library instruction for patrons. A recent example is a workshop which included audio-visual presentations on the Science Citation Index, the use of ERIC materials, and interview techniques for reference questions. Other departments have offered occasional tours or workshops for the Library staff. These presentations have been organized as one-time offerings.

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1 See Appendix.

Information Desk

Information Desk training and service is an in-house program organized by the Reader Services Division. Its purpose is not only to provide patrons with information at an easily identifiable location, but also to give staff on all levels and from all departments an overview of Library operations. The management of this program will be one of the responsibilities of the Information Services Librarian. This new position has been filled as of August 1, 1976.

Internship Program

An Internship Program is available to all interested staff members. Although not clearly defined, the intent of this program is to give an intern some time and training in each of several Library departments, chosen to meet the interests and needs of the individual intern, provided these correspond with Library needs and interests. The intern is exposed to different kinds of library work which should further his/her career development and also provide the Library with a staff possessing an overall understanding of the diverse operations and problems of the Library. Applicants to the Internship Program are approved by the Librarian. To date, seven interns have entered the program, two professionals and five non-professionals. Two participants have completed the program; the other five have either left the Library or taken a permanent position in a department along the internship route.

Supervisory Training

Occasional meetings of supervisory personnel are held, and are attended on a voluntary basis. Although recently these meetings have attempted to deal with some problems of supervision, they do not constitute a supervisory training program.

Tuition Remission

All full-time staff are eligible to receive tuition remission for courses at Hopkins as described in the Personnel Policy Manual.[2] Courses may be scheduled during the working day with the approval of the staff member's immediate supervisor and provided that the time is made up.

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2 See page 7, section 18 of the 1976 manual.

Extra-Library Meetings and Conferences

Individual staff members may attend work-related meetings, workshops, etc. with some Library support. The small size of the Library's travel budget means that such support may only be in terms of time off with pay. Often expenses are shared between the individual[3] and the Library although, in some circumstances, the Library may pay for all expenses.

Presently those who attend meetings do so on their own initiative, or through the encouragement of a supervisor. In the past year more staff from all levels have attended outside meetings than in previous years. Often reports on the meetings are given to the coworkers of those who attended. A policy statement of Library support for attendance at such meetings is currently being prepared by the Associate Librarian.

Exchange of Staff with Other JHU Libraries

A program of staff exchanges with the libraries of the University has been suggested amd discussed by the University Library Council, but the details remain to be worked out. Staff in similar kinds of jobs would be permitted to exchange positions for short periods of time.

Leaves of Absence

All permanent University personnel are eligible for leaves of absence without pay "for extended illness, disability due to injury, pregnancy, military duty, etc. if authorized by the Divisional Personnel Office. Leaves of absence are to be used only in cases where individuals plan to return to the University following the leave."[4]

In addition, the Library administration may also authorize other types of leaves. Such requests are reviewed on an individual basis, and are usually granted at the discretion of the supervisor and the Librarian. Such leaves without pay may be granted for scholarly or professional purposes. In general, the administration has been flexible in determining whether or not a leave should be granted.

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3 See the Johns Hopkins University Office of the Vice President for Business Management, Budget and Accounting Policies and Procedures Manual, Section H-1, "Travel and Expense Reporting Policies and Procedures," August 23, 1974.

4 The Johns Hopkins University Personnel Policy Manual [March 1, 1976], Section 16, p. 1.

Management Review and Analysis Program

The Management Review and Analysis Program of which the present Task Force is a part can be called staff development in that it is an investigation of the Library's management by members of the staff, and is a valuable learning experience. The Librarian chose the Study Team from among staff volunteers and nominees. From this same group, the Study Team selected Task Force members. Part of the purpose of undertaking the MRAP, as stated by the Librarian in his charge to the Study Team, is:

> the development of a coherent and cohesive set of objectives toward which all of the work and services of the Library should be directed;
>
> the understanding of these objectives throughout all departments of the Library and the fostering of a greater awareness of the interdependency of all departments in striving to reach these objectives.

Relation of Library Staff Development to University Staff Development

Certain activities which can be classified as staff development are shared by the Library and the University. Opportunities for attending job-related workshops are available on a University-wide basis.[5] A performance review device will be developed for all University staff, although it may differ from that being developed for the Library. All staff are eligible for tuition remission for courses given at the University; the adjustment of individual schedules is not necessarily the practice in all University departments. The University is planning a supervisory training program for which all University supervisory personnel will be eligible. Although these activities contribute to and constitute staff development, there is no coordinated staff development program at Hopkins.

Relationship of Staff Development at the Eisenhower Library to Similar Programs at Other Hopkins Libraries

For the most part staff development activities within the various University libraries occur independently. Shared activities center around the proposed staff exchange program and specific on-the-job training - e.g., a member of the Welch Library cataloging staff was trained at MSEL in the use of OCLC terminals.

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5 Op. Cit. The Johns Hopkins University Office of the Vice President for Business Management.

As in the Eisenhower Library, there is no formal program of staff development at the other Hopkins libraries, but there are activities which may be considered staff development. The small staff size in each of these libraries necessarily limits possibilities to some extent, although the administrators of all the libraries encourage staff attendance at job-related meetings, and lend support for local meetings in terms of time off and paid travel expenses. For distant meetings more selectivity as to who may attend is required, and the selection is done on the basis of the type of meeting. All libraries offer some kind of support for educational training. The Welch Library will rearrange individual schedules to allow staff to take courses at their own expense; at APL tuition may be paid and leaves of absence with pay granted for research or study projects. With regard to evaluation review, SAIS has none, Welch has such a plan under consideration, and APL already has an annual evaluation review.

Mechanisms for Identifying Staff Development Needs

Few formal mechanisms exist for determining the staff development needs of the Eisenhower Library. Identifying these needs in order to insure optimum staff utilization seems to be primarily the responsibility of supervisors. The initiative of a staff member to determine his/her own individual staff development needs, and to communicate them to supervisors, is also viewed by library administrators as a viable mechanism.

Relation of Staff Development to Staff Morale

It is apparent from the interviews and responses to the questionnaire that in most cases participation in staff development activities related either to library or to personal needs, does improve job performance and morale. In a few instances the lack of correlation between such opportunities and daily work in the Library seems to have led to discouragement rather than to improved morale.

Analysis

Staff Development at the Eisenhower Library

Although some activities exist in the Library which contribute to staff development, there is a need for more, and those which do exist are not organized into any cohesive program. The reasons are not hard to find. As of now, the reduced staff has little time to invest in worthwhile projects other than the job at hand, and the tight budgets of recent years have had to be allotted to improvements in the most basic library functions. These problems are faced by most university libraries, especially private ones.

The lack of cohesiveness of staff development activities makes it difficult for the staff to know what is available, and results in repetition of effort and waste of Library resources. A general

orientation program which included information on staff development opportunities might help to alleviate this particular problem.

Some internal factors hinder the development of a staff development program. However, interviews with members of the administration, both in the University and in the Library, gave strong support for furthering a staff development program here. There were differing views about the form such a program should take. Concern was also expressed over the potential problem of dissatisfaction resulting from lack of mobility for those staff members who might become "over-developed" for the jobs they hold. In spite of these reservations, the Task Force feels strongly that there are other important benefits which may not be readily apparent. Job satisfaction is not solely related to position and salary: the possibility of developing personal interests, skills and potentials, is bound to raise both morale and the quality of work. An active staff development program would help to provide some of these other incentives.

The staff development benefits which do exist are not adequately communicated to staff. Many staff members who responded to the questionnaire[6] said, essentially, "what staff development?". Many also seemed unaware that they could ask for time off with pay to attend workshops related to their jobs. A staff association might improve communication about staff development opportunities.

Some existing activities have the potential for evolving into useful parts of a staff development program. The educational efforts of individual departments or divisions have met with some degree of success. Unfortunately, this kind of effort does not come from all departments, and there is no real consistency in presentation. Those responding to the questionnaire often suggested that there should be more in-house "refresher courses" in various aspects of library work, and also more opportunities for inter-departmental staff exchange. One immediate benefit of this kind of training would be an increased flexibility for the Library staff. In this way trained individuals may substitute in departments on a temporary basis in times of need.

The Information Desk training program is the most successful, on-going training program in the Library. It is available to any staff member, and is concerned with training outside of the specific job of the individual, providing a well-rounded view of various Library operations. There are different reactions to this training among staff members, some of whom fail to see it as a development opportunity.

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6 It must be remembered that only roughly one-third of the staff responded to this questionnaire. Therefore, the opinions expressed in the responses may or may not reflect the views of the entire staff.

The Internship Program holds great potential as a staff development opportunity. Although it has had some success, it is not well-organized or coordinated, and information about this program is limited. Many staff members are not aware of its existence or do not expect that they might be eligible to apply for an internship. The Internship Program was instituted during a period of flexibility in terms of staff size which no longer exists. Consequently, the program is at present not being promoted, yet it is not considered defunct by the Library administration. There is also a financial problem: there are no funds in the current Light budget to support such a program, which would leave a full-time position vacant and still require a salary for an intern.

Recently there has been an effort on the part of the Library administration to offer some supervisory training. Both supervisory and non-supervisory staff indicated in their responses to the questionnaire, and in the Organizational Profile, that there is a need for such training, especially in the area of personnel management. The beginnings made in the recent supervisors' meetings seem to be constructive, but should be developed into an organized program.

The availability of tuition remission for courses at the University is one of the greatest opportunities for self-development available to the staff. Although there is a lack of courses in library-related areas, further study in any field augments library work. The resulting personal satisfaction will contribute to the improvement of morale. At present there is little coordination between continuing education in fields outside library work and the individual's job, and no record is kept by the Library of courses taken by an individual. Newly acquired knowledge may not be recognized and utilized by the Library, and an individual may find little relation between course work and job.

In addition to training, attendance at meetings, conferences or workshops outside the Library provides other important benefits. An individual's job interest is stimulated by such extra activities, and his/her morale is improved. Information, new ideas and new perspectives obtained at such meetings benefit colleagues as well. This information is often not widely disseminated and it would be of benefit to the Library if such information were made more widely available.

Questions exist about attendance at meetings. Not enough staff are aware that they may receive time off with pay for attending meetings or that financial support may be available. There is no central source for information about meetings, although some supervisors are now making an effort to notify their staff of meetings which may interest them. Lack of funds to support travel is a great handicap recognized by the Administration. It is hoped that provisions can be made to support this activity to a larger degree in the future.

Another means of providing wider job exposure to staff members is the proposed program of staff exchange among the Hopkins libraries. This proposal is still under discussion, but it seems to have potential.

The University policy on the granting of leaves-of-absence governs the Library's policy, but the University policy as stated in the Personnel Policy Manual is very broad. The Library administration has indicated that leaves-of-absence are considered for worthwhile projects on an individual basis.

The Library administration is supportive of staff needs for leaves-of-absence and accommodates requests whenever possible. Several staff members have been given some release-time without pay to attend library school, with the option of returning to full-time status when the degree is completed. Leaves-of-absence to pursue an advanced degree can only be granted with the understanding that a change in position, status, or salary cannot be guaranteed upon return. Leaves of varying duration may be granted on an individual basis; short leaves may be granted for purely personal reasons. The greatest restraint to granting leaves is a financial one.

The staff have indicated concern over the lack of a mechanism for gauging their performance. At present no merit increases in salary exist and there seems to be no consistent difference in terms of pay or promotion whether one performs well or not. This lack of merit incentive is one cause of low staff initiative, which in turn has lowered the effectiveness of those staff development opportunities which do exist. The performance review plan to be worked out in preparation for determining next year's raises should improve this situation. The Library administration's initiative in involving itself in the design of this performance review indicates their awareness of the problem.

The most frequently voiced need with regard to staff development was for more information about the activities of other departments and for training in other than one's own department. A general staff orientation program, a revived internship program, and further cross-departmental communication and training would help to meet this need.

Relation to University Staff Development Activities

The University provides services in some areas which may meet the Library staff development needs such as evening courses in management or the proposed supervisory training program. Although these benefits are useful, the specialized nature of library work means that the Library must take the initiative in developing a program which emphasizes its particular needs.

Relation to Similar Programs at Other Hopkins Libraries

The responsibility of each of the Hopkins libraries for its own staff development program is appropriate, particularly because each library has a specialized nature and operates within a separate budgetary unit. Some cooperative ventures, however, could be beneficial. The new staff exchange program should not only provide opportunities for wider experience for staff, but should also make use of resources within the University in terms of shared training and, to some extent, cost-cutting.

Mechanisms for Identifying Staff Development Needs of the Library

At present there is no systematic way to identify staff development needs of the Library. With the current lack of such formal mechanisms, the responsibility for this identification, which should be shared by administration and individuals, rests too heavily on individuals. The analytic process of identifying needs is stronger in some departments than in others, and is somewhat sporadic and subjective in the Library as a whole. In the past, factors such as the lack of a performance review have made it difficult for staff members to identify their job-related needs and to know what skills are lacking. When such a need is recognized, staff often have no forum for expressing it, or for finding help in meeting it.

Relation of Staff Development to Staff Morale

Staff development alone will not necessarily lead to more positive attitudes and increased job satisfaction. A staff development program in the Library would almost certainly improve morale if it offered, among other things, more development opportunities, better information about these opportunities, and meaningful correlation between them and daily job performance.

SECTION THREE: RECOMMENDATIONS FOR CHANGE AND IMPROVEMENT IN STAFF DEVELOPMENT PROGRAMS

Recommendations can address areas needing immediate attention, such as assigning training and development responsibilities to an administrative officer, updating policy statements on training and development, forming a staff development review committee, or creating a staff development officer position.

Recommendations also can identify areas needing long-range study, such as investigation of staff training needs, design of individual career plans for professional staff, or redesign of the performance appraisal system.

This section includes recommendation documents in the following areas: Position Descriptions, Training Programs, and General Recommendations.

Position Descriptions:

Library Personnel Officer, University of California at Berkeley

--from SPEC Kit 18 on Staff Development, May 1975

Human Resources Development Director, Duke University

--from SPEC Kit 45 on The Changing Role of Personnel Officers, June 1978

Staff Development Coordinator, Yale University

--from SPEC Kit 3 on Personnel Organization, December 1973, updated 1977

Training Programs:

Proposal for Management Development, University of Tennessee

--from SPEC Kit 18 on Staff Development, May 1975

Proposed Supervisory Training Program, Boston University

--from SPEC Kit 18 on Staff Development, May 1975

General Recommendations:

Recommendations, University of Rochester

--from final Management Review and Analysis Program report, July 1974

Summary of Recommendations, University of California at Los Angeles

--from final Management Review and Analysis Program report, February 1977

Recommendations, Johns Hopkins University

--from final Management Review and Analysis Program report, September 1976.

UNIVERSITY OF CALIFORNIA, BERKELEY

UNIVERSITY OF CALIFORNIA
JOB DESCRIPTION CARD

PERSONNEL USE ONLY

APPROVED TITLE	EFFECTIVE DATE	TITLE CODE	POS. NO.	UNIT NO.

NAME: Myra B. Kolitsch

DEPARTMENT: General Library

BERKELEY

LABORATORY TECHNICIANS, ENGINEERS AND UNIT ADMINISTRATORS—PLEASE CALL YOUR PERSONNEL REPRESENTATIVE BEFORE COMPLETING.

PRESENT PAYROLL TITLE: Librarian III — RATE:

WORKING TITLE IF DIFFERENT: In-Service Training Coordinator — PERCENT OF TIME:

SUPERVISOR'S NAME	SUPERVISOR'S PAYROLL TITLE
William E. Wenz	Library Personnel Officer
DEPT. HEAD'S NAME IF DIFFERENT	DEPT. HEAD'S TITLE
NAMES OF THOSE SUPERVISED	PAYROLL TITLES

STATEMENT OF DUTIES: List your regular and most important duties first. Use reverse side if necessary.

PERCENT OF TIME	TASKS
5	A. Prepare and present a general orientation program for newly appointed staff members. Prepare and present more intensive orientation and training basic to the work in specific areas and departments. Established programs include a 16-18 hour program for newly appointed bibliographers and a 7-8 hour program for newly appointed Service Desk personnel.
10	B. Counsel and assist staff members (supervisory and non-supervisory) on work-related problems and on matters concerning career goals, study programs, and skills development programs: 1. Review the work and the possible usefulness of additional training for employees whose work is not satisfactory. Recommend remedial action, e.g. additional training, change in assignment of duties or work relations, transfer to another kind of position, severance. 2. Discuss educational and job interests with individual employees. 3. Inform employee of other sources of information, advice, and counseling. 4. Course work and study programs. a. Inform and advise regarding rules and procedures. b. In some cases investigate the availability of particular courses and make preliminary arrangements, usually short of actual registration. c. Assist staff with employee development plans. d. Announce special programs, especially those in the School of Librarianship that are open to registrants and/or auditors. 5. University job training programs

(Use reverse side if more room is necessary)

TH 1907 10/60 Revised R472 Retention period: As long as job is active.

PERCENT OF TIME	TASKS
	a. Maintain roster of staff members interested in or recommended for attendance at the various programs. b. Inform Campus Training Office of probable number of General Library enrollees and of programs needed by the Library staff. c. Register staff members and arrange for payment of the interdepartmental charge
-10	C. Assist staff personnel and on occasion librarians in the writing of job descriptions that are to be used in reclassification requests.
0-90	D. Review particular jobs and groups of related jobs, working with individual employees and supervisors in an analysis of the work flow and identification of impeding factors to improve the work situation and to utilize more effectively the skills and abilities of individual staff members, e.g. processing and bibliographical checking activities in RBR were analyzed prior to the move to Moffitt. Teach individual employees a particular job, working with new employees as well as with employees who have had several years experience. In some cases the employee's work has been unsatisfactory. I review the employee's work and the work situation, retraining and attempting to establish new work patterns. In the above kind of situation and in promotion cases, I teach or transmit information, procedures, techniques, and try to help the employee understand the work and develop new skills. I work out schedules and priorities with the supervisor, write manuals and devise teaching aids as necessary, and revise and supervise the work of the employee. When I am working with someone, I try to help that person maintain the work flow, organize the work and establish priorities, and place the work in context. I also give short-term assistance to employees who seek help or are referred for assistance on a particular phase of their work.
10	E. Handle the initial interviewing of candidates for positions that are partially supported by federal funds (OJT, WIN, veterans' programs); work with Campus Personnel and with Library supervisors in establishing the positions. Assist with training as appropriate and as agreed upon with supervisors. Arrange for supplementary classroom training as necessary and as available. Handle the summer NYC program; initial arrangements with the public school and campus coordinators; initial arrangements with Library supervisors; interviewing and placement; orientation and assistance in training in those areas where there are several students; troubleshooting; library use seminar for NYC participants.
	F. Write a staff handbook. The first draft is complete except for one section on the collections.

LIBRARY PERSONNEL

MAR 1 1972

OFFICE

(If additional space is needed, use blank sheets and attach to this form)

OW LONG HAVE YOUR DUTIES AND THE DISTRIBUTION OF TIME BEEN SUBSTANTIALLY AS ABOVE? Since February 1970.

ERTIFICATE OF EMPLOYEE: I certify that the foregoing information is correct and complete and describes my job as I understand it.

Signature: Inga Kolitsch Date: 2/29/72

ERTIFICATE OF IMMEDIATE SUPERVISOR AND DEPARTMENT HEAD: I have reviewed the above statements and certify to their accuracy with the exceptions noted here.

117

Supervisor's Signature Date Department Head's Signature Date

APPENDIX 1-B

POSITION: Human Resources Development Director, Duke University Library

SALARY: $13,500

JOB DESCRIPTION: The Human Resources Development Director of the Duke University Library is a staff officer reporting to the Personnel Director (Assistant University Librarian for Personnel). The Human Resources Development Director is responsible for advising the Personnel Director of staff development policies, planning and implementation on staff development programs and coordination with and providing administrative support for staff development activities of constituent staff bodies. The Human Resources Development Director is responsible for the development and coordination of an orientation program for new staff members, for devising procedures to assure that each staff member receives adequate training and for facilitating the exchange of information throughout the library.

SPECIFIC DUTIES:

1. Under the general direction of the Personnel Director, conduct a system-wide assessment of current and projected needs of the Duke University Library. Set objectives, assess resources and design a staff development program to meet these needs. Be responsible for the implementation of such a program. Periodically evaluate program and make changes as necessary to meet objectives.

2. Develop a comprehensive and on-going program of orientation for new staff members, including not only information about the work environment and personnel policies but an introduction to the more intangible aspects of the library: its goals and objectives, the activities of various departments, the relationships between jobs and how a specific job fits into the overall picture. Develop, update and provide administrative support for the production of handouts, manuals, etc. needed for the orientation program. Conduct follow-up interviews to assure that the orientation process has been successful.

3. Develop, in collaboration with supervisors, an overall, coordinated program of job training which would be directed toward the needs of specific jobs as well as the general needs of the library. Aid department and unit heads in the training process by providing them with supervisory training, encourage the development of procedural manuals in all areas of the library and provide assistance as necessary, develop specific training classes and monitor the training process throughout the library.

4. Develop and administer, in conjunction with department heads, a program of individual staff development to assist staff members in defining career objectives and delineating courses of action which, through training and experience, will lead to achieving those goals. Share with the Personnel Director the responsibility for job and career counseling.

5. Be responsible for disseminating timely and accurate information from the administration to the staff, for implementing and complying with the written communications policy and for evaluating the effectiveness of the communications process throughout the library.

6. Communicate and coordinate with constituent staff bodies in the area of staff development activities and provide administrative support as needed. Act as a clearinghouse for information about continuing education activities and opportunities.

Human Resources Development Director (continued)

QUALIFICATIONS: Master's degree from an ALA accredited library school; personnel experience or academic background in psychology, personnel administration, adult education, management or counseling preferred. At least three years library and/or relevant personnel experience, with at least one year of library experience required. Demonstrated interest and skill in training and personnel management and the setting of learning objectives; ability to relate and work with all kinds of people and viewpoints, ability to listen well and to deal fairly and objectively with a variety of situations; sensitivity and responsiveness to staff needs.

Staff Development Coordinator (minimum equivalent rank: Librarian II)
Administrative Offices

Duties:

1. Studies particular types of staff development programs, such as orientation programs, on the job training, in-house training of specialists, job rotation, and supervisory training, including reviewing these activities in other institutions and assessing the requirements for and the appropriateness of their application in the Yale Library.

2. Designs and coordinates the implementation of specific staff development activities, consulting with appropriate supervisory and administrative staff in the Library in developing priorities and procedures.

3. Counsels individual staff members on staff development opportunities.

4. Participates on staff advisory committees in areas of staff development.

5. Participates in the administrative review of performance ratings and consults with department heads and supervisors on the establishment of rating standards.

6. Assists in the selection of staff members for participation in the various staff development programs.

7. Gathers and communicates information to staff on staff development programs outside the Yale Library.

8. Evaluates the reports on staff development programs; recommends changes and new areas of activity.

Qualifications:

1. College degree; graduate degree in Library Science or Management, or extensive personnel experience.

2. Substantial understanding of the broad range of activities and objectives of the various departments of a large library, as would normally be acquired after two or more years of experience, preferably in more than one area of operations of a large research library

3. Staff development or other relevant experience, such as supervision, teaching, or training.

4. The ability to communicate effectively with all levels of staff.

PROPOSAL FOR MANAGEMENT DEVELOPMENT

UNIVERSITY OF TENNESSEE LIBRARIES

KNOXVILLE

A. OBJECTIVE:

The purpose of this course is to present basic concepts of management with a focus on behavior within organizations. Through readings, films, questionnaires, and discussion, the participants will reflect upon their own managerial effectiveness and will be encouraged to further develop their philosophies of management.

B. TOPICS:

Meeting 1 Chapter 1: Management A Behavioral Approach

1. Management Defined
2. The Management Process
3. Skills of a Manager

Films: "Is It Always Right to be Right" and "Manager Wanted"

Meeting 2 Chapter 2: Motivation and Behavior

1. Motives - Goals
2. Motivating Situation
3. Expectancy and Availability
4. Personality Development
5. Hierarchy of Needs
6. Motivational Research
7. What Do Workers Want From Their Jobs

Motivation Questionnaire
Film: "Something to Work For"

Meeting 3 Chapter 4: Motivating Environment

1. Hawthorne Studies
2. Theory X and Theory Y
3. Human Group
4. Immaturity--Maturity Theory

Test of Imagination Questionnaire

Meeting 4 — Chapter 3, pp. 53-56: Motivating Environment

1. Motivation--Hygiene Theory
2. Management Systems
3. Theory Into Practice

Film: "Who Did What To Whom"
Managerial Style Diagnosis Test

Meeting 5 — Chapter 4: Leader Behavior

1. Leadership Defined
2. Trade vs. Situational Approach to the Study of Leadership
3. Leadership Process
4. Leadership Studies
5. Is There a Best Style of Leadership
6. Adaptive Leader Behavior
7. The Tri-dimensional Leader Effectiveness Model

Film: "Styles of Leadership"
Discuss the Managerial Style Diagnosis Test
Assign Personnel Relations Survey Questionnaire

Meeting 6 — Chapter 5: Determining Effectiveness

1. Management Effectiveness vs. Leadership Effectiveness
2. Sources of Power
3. Successful Leadership vs. Effective Leadership
4. What Determines Organizational Effectiveness
5. Force Field Analysis
6. Integration of Goals and Effectiveness
7. Participation and Effectiveness
8. Style and Effectiveness

Film: "How Good is a Good Guy"
Discuss Personnel Relations Survey

Meeting 7 — Chapter 6: Diagnosing the Environment

1. Environmental Variables
2. Personality and Expectations
3. Other Situational Variables
4. Style Adaptability
5. Developing Strategies

Organizational Climate Questionnaire
Assign Management Transaction Audit

Meeting 8 Chapter 7: Managing for Organizational Effectiveness

1. Life Cycle Theory of Leadership
2. The Influence of Cultural Change
3. Span of Control

Discuss Management Transaction Audit

Meeting 9 Chapter 8: Planning for Change

1. Increasing Effectiveness
2. Changing Maturity Through Behavior Modification
3. Levels of Change
4. The Change Cycles
5. Differences Between the Two Change Cycles
6. Change Process
7. Managing Intergroup Conflict
8. Impact of Change on Total Organization

Film: "Overcoming Resistance to Change"

Meeting 10 Chapter 9: Management A Synthesis of Theory

1. Life Cycle Theory of Leadership and Motivation
2. Life Cycle Theory of Leadership, Management Styles, and to the Nature of Man
3. Life Cycle Theory of Leadership and Change

Review Previous Sessions

C. FORMAT:

The sessions will be conducted on successive weeks at a mutually agreeable day beginning the week of September 29. Each session will be of two hours duration.

D. TEXT:

Management of Organizational Behavior, Hersey, P. and Blanchard, K., Englewood Cliffs, New Jersey, Prentice Hall, 1972.

BOSTON UNIVERSITY

To: John Laucus *Date:* May 28, 1973

From: Jeanette Friedenson

Subject: Proposed Supervisory Training Program

As you know, two different groups were involved in the development of a proposal to establish a Supervisory Training Program at Mugar: the ALC-sponsored Committee to Propose a Supervisory Training Program and the ad hoc Section Supervisors Interested in a Supervisory Training Program. Below are outlined the guidelines which these two groups jointly recommend for such a program.

A. Organizational Guidelines

1. There should be twelve bi-weekly sessions (more if needed), with monthly follow-up meetings.
2. Topics discussed may progress as the group feels the subject matter has been adequately covered.
3. Sessions will last from 1½ to 2 hours.
4. The schedule of sessions will be flexible (to accommodate vacations, etc.).
5. Dorothy Ladd will be asked to be the permanent advisor to the group and to attend the meetings.
6. A rotating member of the ALC will be asked to attend each session and to take responsibility for reporting on the meeting to the ALC.
7. A rotating member of the supervisory group will chair each meeting. The chairman for each upcoming session will have the responsibility for preparing a bibliography of pertinent reading material, and, if necessary, for extending an invitation to a speaker for the group.
8. Fourteen persons will be invited to attend the meetings: Catherine Arthur, Susan Walther, Theodora Saidman, Michael Lynch, Paul Twist, Donald Keefe, Diane Saunders, David Goding, Cloe Johnson, James Baker, David Sauer, Carole Sargent, Joan Pew, and Victor Michel.
   a. Those who attend must be prepared to involve themseleves in the developmen of the program.
   b. They must attend as many of the sessions as possible.
   c. Their supervisors will be asked to make provision in work routines to permit preparation for, and attendance at, the scheduled sessions, as much as this is possible.
9. A rotating secretary from the group will take minutes. The rotating secretary may make arrangements for another person to attend and take the minutes.
   a. Minutes are to abstract the topics discussed.
   b. Minutes are to be posted or distributed to the staff, with the topic of the next meeting attached.
   c. Supervisors are to meet with their staffs for discussion of the staffs' views of, and comments upon, the topic, so that the supervisors may bring this input from the staff to the next meeting.
10. Required readings will be kept on Reserve.
11. At the termination of the formal sessions, the group will jointly formulate a written report on the project, with a bibliography of pertinent readings attached for the [illegible] of the supervisors. These readings may be placed on Reserve.

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(continued next page)

B. Session Guidelines

1. Introductory sessions (two or more, as needed)
   a. To meet with John Laucus, Director
   b. Goals of the group to be discussed
   c. Subsequent meetings, independent of scheduled sessions, to be held with the Director upon the group's request for information on the concerns, goals, and problems in the Director's Office
   d. General Library familiarization
2. Sessions 1 and 2 - Fundamentals of Management and Supervision
   a. What is management and supervision?
   b. Aspects of leadership; aspects to avoid, to develop.
   c. Authority and responsibility.
   d. Attitudes about supervision, authoritarian vs. laissez-faire.
   e. Decision making.
   f. Problem spotting and solving.
3. Sessions 3 and 4 - Role of Supervisors
   a. The role of the supervisor within the Library and within the university structure.
   b. Workshop on formulation of the individual supervisor's specific goals and objectives.
   c. Feelings of the supervisor in that position.
   d. Dual responsibility of the supervisor to his staff and his supervisor.
   e. Ombudsman.
   f. Overall organizational climate and attitudes as they affect the supervisor
4. Sessions 5 and 6 - The Employee as a Person.
   a. Human relationships and behavior in the work environment.
   b. Attitudes toward the job.
   c. Ethnic, race, sex, professional, non-professional, clerical, student, part-time, and handicapped workers.
   d. Tardiness, absenteeism, emotional problems affecting work, alcoholism, drug-related problems.
5. Sessions 7 and 8 - The Employee as a Worker.
   a. Hiring and firing.
   b. Initial and terminal interviews.
   c. Orientation - training and retraining.
   d. Evaluation - periodic and daily.
   e. Outstanding vs. average workers.
   f. Motivation.
   g. Disciplinary problems, grievances, gripes.
6. Sessions 9 and 10 - Organizational Procedures.
   a. Problem spotting and solving.
   b. Setting goals.
   c. Making plans.
   d. Scheduling.
   e. Assigning work.
   f. Controlling work.
   g. Reviewing and revising current work procedures.
   h. Maintaining and improving the quality and quantity of work.
   i. Evaluations, memos, reports, proposals, and manuals.
   j. Avoiding and dealing with emergency situations.
   k. Job descriptions - purpose and utilization.
   l. Overall organizational climate and attitudes as they affect the supervisor.
   m. Dealing with change.

n. Technical knowledge and competence of the supervisor.
o. Discussions on data collection.
p. Cost reduction.
q. Supervising supervisors. Delegating authority.
r. Special problems of the working supervisor.

C. Monthly Follow-Up Meetings: Application - Guidelines

1. Discussion of real problems and concerns.
2. Problem solving labs.
3. Designing new programs for in-service training, developing guidelines for new supervisors on an individual basis (manuals).
4. Follow-up meetings.
5. Periodic refresher courses.

The two groups are anxious to begin implementation of their proposal as soon as possible. I have already talked with Mrs. Ladd regarding her proposed role as permenant advisor to the supervisory group; she has graciously agreed to accept that responsibility as much as her physical condition will permit.

Respectfully submitted for both groups,

Jeanette O. Enedenson

RECOMMENDATIONS

1. A Training Coordinator, with background in training, should be appointed from the present staff. The initial appointment should be part time. The Coordinator's responsibilities should be:
   A. To develop a standardized program of general orientation and specific training in basic library skills for new staff.
   B. To develop and arrange for in-house Library programs to meet the need for continuing staff development.
   C. To compile, maintain and publicize to staff a list of job-related courses offered at the University of Rochester and other area institutions.
   D. To collect information on job-related seminars, workshops, and conferences and facilitate its accessibility to all staff.
   D. To investigate, help develop, publicize, and encourage participation in staff development activities in regional cooperative networks such as FAUL and RRRLC.
2. A representative Library staff committee should be appointed to advise the Training Coordinator of staff development needs based on input from the general staff.
3. A written policy should be formulated regarding released time (time off with pay for job-related courses and programs).

4. A separate line in the Library budget should be allocated for the purpose of staff development.

5. Possibilities for staff development funding from non-Library sources, both University and non-University, should be investigated.

6. Human resources should be better utilized to assure more job enrichment and more opportunities for advancement. There should be wider participation of staff in Library operational decisions.

SUMMARY OF RECOMMENDATIONS

STAFF DEVELOPMENT	TIME FRAME	RESPONSIBLE PARTIES
1. That all staff be given the opportunity to rotate temporarily into another position in order to satisfy the desire for a more varied experience, to provide an occasion for learning new skills, and to acquire a greater understanding of operations. The program is designed for all career status Staff Personnel and "potential career" or "career status" Academic Personnel, standarizes procedures in terms of approval requirements, "matches" applicants in same salary range, standardizes time spent, provides for evaluation and monitoring.	6 mos. to set up procedures, then ongoing.	LPO, UL, UHs, Staff
2. Strengthen and expand the role of the LPO in administering and monitoring staff development programs on a Library-wide basis, in order to promote a unified and equitable program of staff development. Responsibilities: implementing staff development programs, setting guidelines for staff participation, developing and administering forms for recording staff development activities of individual staff members, monitoring staff participation, developing procedures and criteria for travel funds, monitoring programs.	1 year for start-up.	LPO, UL
3. Establish a Staff Development Committee to represent staff interest. Committee would be responsible to LPO, help plan, coordinate, monitor, obtain staff input, report to staff.	6 mos. to set up Cttee; ongoing after that.	LPO, Cttee.
4. That the Staff Development Committee concentrate in the first phase on in-house programs and external opportunities specified in the full statement of the recommendation.	Ongoing	Cttee.
5. Establish a Skills Acquisition Program designed to develop particular types of expertise as identified by management to be of need and benefit to the Library system.	Long range-2 years?	LPO, UHs

STAFF DEVELOPMENT

Recommendations

The Staff Development Task Force sees a general need for more written policies and descriptions of both current and future staff development activities. These policies ought to be readily available to interested staff members, perhaps by one of the mechanisms suggested below (II.E and III.C). Available written statements about staff development should help to meet the need for communication and equity.

The first four categories of recommendations are arranged basically in the order in which a new staff member might approach them, and the fifth category is a more general one, which includes all the others.

I. Orientation

A. A program of orientation for new staff members should be devised and should include: 1) an outline of proficiency expectations; 2) emphasis on specific job training, including monitoring of progress, especially during the probationary period; 3) a program of introduction to other Library departments, perhaps coordinated with Information Desk training; and 4) a written description of staff development opportunities within the Library.

B. On-going voluntary orientation should be made available to all staff.

II. Continuing Education

A. Mechanisms should be developed to identify individual job performance and educational needs. This could be done by the individual and his/her supervisor in connection with the job performance review.

B. An inter-departmental training program should be established to enable a staff member to learn about the work of other departments. A policy should be formulated to include eligibility, length of training, parties responsible for training, and an evaluation mechanism.

C. The internship program should be revived, and a clear, written description and policy circulated to staff. The policy should include eligibility, selection, choice of departments to be included, and evaluation of the intern and the program.

D. Individuals should be allowed some time-release with pay for job-related courses upon the approval of the supervisor.

E. An internal program of supervisory training should be organized by the Library administration, possibly in consultation with outside advisors.

F. There should be more seminars and talks on various aspects of library work, some of which may expand into University-sponsored courses for credit.

G. As staff development opportunities increase, Quarto and the monthly staff meetings should be used as vehicles for information about activities, policies, etc.

III. Extra-Library Development Opportunities

A. A written policy should be developed on leaves-of-absence and on sabbaticals for research and scholarly projects. It should describe who may apply, what kinds of projects may be included, what lengths of time would be acceptable, and what kinds of leave might be "with pay" or with partial salary.

B. Local resources should be better utilized. Tours could be arranged to area libraries, binderies, etc.; they should be kept small in size and organized around a specific topic of interest.

C. There should be a "clearinghouse" (office, person, or committee) where up-to-date information about meetings, workshops, etc. could be obtained. A centrally located bulletin board should be maintained for this purpose. A clear policy statement on support for staff attending such meetings is needed and should cover: eligibility, travel allowance, time off, when to apply and to whom, and expected decision date.

IV. Performance Review

A. The performance review mechanism now being prepared by the Library administration and the University Personnel Office should be based on performance goals of the Library as a whole, and on the specific goals of each department in particular. It should also offer some mechanism for identifying developmental needs and skills of the individual staff member, as well as accomplishing its purpose of evaluating job performance for use in determining raises. In this way, such a performance review can also serve as a mechanism for evaluating the success of staff development efforts.

B. There should be some means of performance review of the Library departments by the staff members working in them. In addition to providing the supervisors and the administration with valuable ideas, this evaluation from the staff could serve as a mechanism for communicating staff development needs.

V. Implementation Committee

An implementation committee should be appointed to work with the Library administration in carrying out the previous suggestions. This might be a precursor to the development of a staff association if the need for such an organization is expressed. The implementation committee or a staff association would serve as a liaison between all levels of staff and members of the top administration. In addition, a committee or the officers of a staff association could work with the administration in the organization of some training activities and serve as a forum for information on meetings and on job and career development.

Candida Allanbrook
Sharon Braden
Lynn Browning
Patricia Griffen
Anne Bainbridge, Chairperson

Appendix 1

Staff Development Questionnaire - Summary

There were 38 responses out of a possible 104. The following summary presents the general responses to some of the quantifiable aspects of the questionnaire. There were also many suggestions from the respondents which we were able to incorporate into our analysis and recommendations.

1. Do you feel the Library is devoting enough attention to staff development?

Yes	4
No	28
Mixed or indifferent	5
No answer	1
	38

2. What incentives does the Library offer you for participating in training or staff development activities?

None	20
Very few	7
Yes, there are some	11
	38

3. What constraints do you feel are keeping you from participating in training or staff development activities?

Time, and no work back-up	21
Money	12
Lack of such activities	2
Lack of information about activities	11
Only personal constraints, or, no Library constraints	6

4. Do you think the Library has provided you with adequate training for your present job?

Yes	19
No	12
Mixed	6
Almost	1
	38

Appendix (cont.)

5. What kind(s) of additional training would enable you to perform more effectively in your present job?

In-house training in other than one's own department or job	13
Further training in one's own job	3
Management and personnel training	5
Outside training: incl. conferences, visiting other libraries	5
Further academic training (language, etc.)	3
None needed	3
No answer	3
Miscellaneous	5

6. What training or staff development activities would benefit everyone on the Library staff regardless of rank?

Communication/human relations training	5
Learning about other jobs and departments and learning to see the Library as a whole	23
Other in-house training programs, including Library-sponsored tours of other libraries	12

There were also many other good ideas mentioned once, including the formation of a staff association, better use of existing informational devices such as Quarto, etc.

9b. What additional training do you need to achieve personal career goals?

Formal degree	9 (Of these, 3 were library degrees)
Informal training in certain aspects of library work or certain academic areas	8
Management training	2

12b. What kind of courses would you like to take?

Library courses	9
Other academic courses	4
Management courses	1

14. Of the 38 respondents, 15 were professional, or 300 level staff, and 23 were 600 level. The overall proportion of professional to non-professional staff in the Library at the time we sent out the survey was 32 to 72. Thus, 47 percent of the professional level staff completed and returned the questionnaire, and 32 percent of the non-professional staff responded.

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SPEC KITS ON STAFF DEVELOPMENT

The Changing Role of Personnel Officers, #45, June 1978
Personnel Organization, #3, December 1973, updated 1977
Skills Training, #40, January 1978
Staff Development, #18, May 1975

All SPEC Kits are available from the Office of Management Studies.